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AUTHOR Sennett, Kenneth H.
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ABSTRACT

Procedures are described to determine reliability and validity of the Brockton (Massachusetts) Battery's Tests of Reading Readiness and the Adaptive Behavior Scales, which were developed to assess performance levels of Hispanic, Portuguese, and Cape Verdean normal and high risk children. Among reasons given for development of the instruments are availability of few tests with an appropriate Spanish vocabulary, few in Portuguese, and none in Crioulo, a Portuguese-African dialect used by 212 local children from the Cape Verdean Islands. Discussed are the statistical analyses of the 2 year validation studies involving reliability and validity correlation between results achieved by 55 first grade Hispanic and Cape Verdean students on the 15 Reading Readiness Tests and the Holt Mastery Tests. Use of the "Predictive Index" to refer grade 1 children from bilingual programs to special education evaluation is outlined. Explained are development and validation of "Adaptive Behavior Scales" for age levels 2 through 14 for self maintenance which examines four behavioral areas: (1) membership in a peer group, (2) membership in a family, (3) membership in a community group, and (4) consumer activities. Appendixes, which constitute half the document, include statistical tables and the tests in the three languages. (MC)

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SECOND YEAR VALIDATION STUDIES OF THE BROCKTON BATTERY: A SPECIAL NEEDS ASSESSMENT FOR LINGUISTIC MINORITY STUDENTS. (THE TESTS OF READING READINESS AND THE SCALES OF ADAPTIVE BEHAVIOR)

A Paper presented at the

CEC National Topical Conference on Bilingual Special Education

Phoenix, Arizona

Oct 31 - Nov 2, 1982

Dr. Kenneth H. Sennett

Brockton Public Schools
Brockton, Massachusetts

02402

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In February, 1981, almost two years ago, at the first Topical Conference on Bilingual Exceptional Children in New Orleans, I presented a preliminary paper describing the progress which the Brockton, Massachusetts, Public School System had made in developing a series of assessment instruments for use in detecting the special needs of Hispanic, Portuguese and Cape Verdean first grade students. We had prepared a battery of four instruments: A Test of Reading Readiness; a Scale of Adaptive Behavior; a test of Language Abilities and a test of Learning Rate and Method. The details of this process were published through the proceedings of the conference and are available through the ERIC system under the title "Special Needs Assessments for Linguistic Minority Students in the Brockton (Mass.) Public School Systems. The ERIC number is ED 204 882.

Before reviewing the results of the validation studies which we have undertaken over the past two years, I would like to review the area from which these ideas have come.

The city of Brockton, Massachusetts is located approximately half way between Boston, twenty-five miles to the north, and the resort areas of Cape Cod to the south. The city is the only city in the state to have undergone a population increase during the 1970's. It now ranks sixth largest in size in the state. The current population is 94,990. 92.2% of this number are White; 4.2% are Black; 1.6% are Cape Verdean/Portuguese and 1.3% are Hispanic, mainly Puerto Rican in origin.

When these figures are further separated into groups above and below age 16, statistics more relevant to schools becomes evident. 89.9% of the total school population is white; 5.6% is Black; 2.2% is Hispanic and 2.2% is of Cape Verdean/Portuguese origin.

Economically the city of Brockton suffers many of the same ills seen in all northeastern cities. A steady loss in industrial base over the past twenty-five years (Brockton was once known as the "Shoe Center of the World") and the deterioration of the central core of the city has resulted in an increase in the social and economic problems faced by the schools.

The unemployment rate for Brockton parallels the national average - approximately 6.9%. When unemployment data are broken down into categories and examined by racial, linguistic and cultural groups, we find that 8.6% of White males and 9.6% of White females are unemployed. 13.8% of Black males and 20.4% of Black females are unemployed. 20% of Hispanic males and 30% of Hispanic females are unemployed. Income figures for this same period show that the median income for White workers is $11,570. The median income for Black workers is $8,731; for Cape Verdean workers is $8500; for Hispanic workers is $5,850.

It is interesting to note that the greatest percentage of workers within Brockton's labor force falls within the Service worker and Clerical worker groups. (44.1%) Professional and

Technical workers make up only 14.6% of the occupational population. Correspondingly, approximately 1/3rd of the population has less than a four year High School education; 1/3rd has received a High School diploma and approximately 1/3rd has some education beyond High School. Only 13% of the occupational population has four or more years of college education.

Despite the inclining trend of the general population, the school age population has been slowly declining over the past several years, although not at a rate as fast as some of the surrounding areas. This reflects both a national and regional trend. From a school age population of 21, 156 in 1976, figures for January, 1981, show a total school population of 18,530, or a loss of 2626 students. This decline in school population has mainly affected the elementary schools to this point with a closing of three schools and a correspinding decrease in staff.

Examination of the present school statistics show 949 bilingual students. This is 5.1% of the total. Approximately half this number is located throughout the regular school system; the other half is within our Bilingual program.

Figures relating to racial, cultural and linguistic minority groups are collected by the school systems in two categories: racially and linguistically. 2537 students are classified as belonging to a racial grouping other than White; this is 13.6% of the total school population. Further examination

of these data show that the largest minority grouping is Black: 1542 students, or 8.3% of the total school population. Hispanic students compose the second largest minority grouping with 735 students: this is 3.9% of the total school population. Racial statistics are misleading, however, for the third largest minority group is actually the Cape Verdean students who will not be found in the racial figures for they are not considered a minority group by the Federal government and thus are not counted by the state or local governments.

Description of our Cape Verdean population now will perhaps save confusion later. The Cape Verde Islands (located about 300 miles from the south western coast of Africa) won their independence from Portugual in 1975. The language of the islands is officially Portuguese which is actually spoken by the Portuguese oriented managerial classes. The language of the people is Crioulo, a language yet to be codified into a totally accepted written form. Lexography tends to be similar to Portuguese with syntax bearing a striking resemblance to some of the African languages. A controversy continues to exist with those of western orientation insisting that Crioulo is nothing more than a pidgin, or illiterate, Portuguese, while those of an African, third-world orientation insist that Crioulo is the language of the nation. Cape Verdean immigration to the United States has been to selective areas, mainly Massachusetts and Rhode Island in the east, Ohio in the midwest and California (San Diego and Sacramento) in the west. There is little doubt that recent immigrants speak Crioulo. On the other hand, Portuguese immigrants in areas around Brockton (Fall River, Taunton, New Bedford) speak Portuguese. Whatever the outcomes of the language controversy, we, in Brockton, have decided to develop our

battery of tests in Crioulo, as well as in Portuguese and Spanish, for to test a child whose parents are Crioulo-speaking and to then judge his responses by Portuguese standards would be another case of linguistic discrimination. The number of Cape Verdean students within our school system is 212: 1.2% of the total school population.

Construction of the Brockton Battery

The original considerations which led to the development of THE BROCKTON BATTERY began in the fall of 1979 with the formation of a Bilingual Assessment Task Force within the Brockton School System. This task force was an outgrowth of the Bilingual Special Education Committee which had begun the year before. It should be noted here that the major reason for the creation of these two groups was a perceived need on the local level for the development of more specific supportive services for students within the growing bilingual program. Plans were originally made to investigate the possibility of hiring bilingual special education staff, providing in-service and training system-wide and development of an assessment procedure which would take into account the unique needs of the minority and bilingual populations.

It was the major task of the Bilingual Special Education Task Force to investigate the issues surrounding the assessment of minority children and to develop a process, procedure and recommendations which could then be implemented by both departments, but especially by the special educators in their assessment of special needs within the bilingual population.

It became quickly obvious that commercially available instruments could not be used in the Brockton area because, for the most

part, they were inappropriate for our particular population. Any instruments available in Portuguese were inappropriate as our Cape Verdean students spoke Crioulo (which is an unwritten language). Tests for Hispanic populations were generally found to have been written for either Chicano or Cuban populations and did not use a vocabulary appropriate for Puerto Rican children. Tests of Aptitude and Ability were also not available...nor were tests of Adaptive Behavior. The one commercially available system, the SOMPA, at first looked like a promising solution until we were discouraged by our consultants from the State Department of Education because underlying assumptions were controversial and the California population was dissimiliar to a Massachusetts population.

We discovered that in the assessment of handicapping conditions, tests which we would use would have to have been validated for the purpose for which they were being used upon the population with which they were being used. If the test was standardized and norm-referenced we needed to know if our students would have had a chance to have been included in the norming sample. The answer in almost every case was "no."

We were thus led to the decision that we were going to have to create our own assessment process and instruments, keeping in mind the statutory requirements for multi-faceted Team decisions, as well as validation upon our population.

The Task Force decided that our primary focus would be one of educational assessment. We wanted to know, basically, how the child best "receives, retains, processes and expresses" information," and we wanted to know, also, how the child learns or acquires those skills necessary for academic success within the school community. We needed a method to determine the child's language facility so that we could separate specific learning difficulties from bilingualism or cultural difference.

One fact we determined early: assessors who were from the same minority culture, or who were fluent in the child's language, were critical to the process. .This was the only way that language interference, and culturally determined traits which are so often confused with deficits in non-verbal learning, could be identified.

A differential diagnostic procedure which would be administered by a team consisting of bilingual special educators and bilingual members of the Guidance staff and Bilingual department teachers was decided upon.

THE BROCKTON BATTERY

The first step in the use of the BROCKTON BATTERY is the administration of two commercially available tests: The Boehm Test of Basic Concepts and the Beery Test of Visual Motor Integration. These tests would tell us whether or not the child

understands the primary concepts needed for test taking (concepts such as "under," "over," "first," "last," etc.) and would also tell us whether or not the child would be able to use a pencil successfully.

The first test to be used in our Battery is the Tests of Language Abilities and is a combination of four sub-tests: one receptive language test similiar to the Peabody, one expressive picture naming sub-test to give a general, gross, vocabulary level; a receptive subtest of sentence repetition to give a score of syntactical ability and an expressive subtest in which the child is expected to tell a story concerning a sequence of cartoon like pictures.

This test is to be used at the point of initial concern at the building level and is to be used before formal referral to help ascertain the child's language dominance and language proficiency. This information is to be added to the observational data collected through classroom and playground activities and correlated with reports from parents and social workers concerning the language used by the child in the home. The results of this test give us an indication of which language should be used for the remaining tests.

It should be noted here that many educators feel that once the dominant language is determined, all assessments (and all classroom teaching should be done in that language.) We

have discovered, especially when English is the preferred language, that this is not the case. Very often, the necessary language and concepts are simply not present in English. Attempting to teach these concepts is very difficult unless the teacher can reinforcement, explain or further clarify the language concepts in the child's primary language. When the person administering this test in English is also able to clarify for the child in his primary language we seem able to better decide whether the child is (1) learning disabled (similiar disabled functions appear in both languages), (2) or language deficient (the ignorance of certain fundamental English sounds, for example, being mistaken for language impairment, or (3) simply educationally deficient. (Concepts not taught, nor learned, in any particular language.) This is probably our greatest reason for bilingual referrals. For example: the child who arrives from the Cape Verde Islands who is eleven years old but who has never been to school. Not knowing how to hold a pencil, not knowing the classroom mores, rules and regulations, unfamiliar with books and other tools of learning, this child obviously presents a great challenge to the teachers within the regular bilingual program. But, is this an appropriate referral for Special Education services? Certainly the child can not "function effectively" in his regular classroom program, but is it the function of the Special

Education department, or should remedial services be provided through the bilingual program, itself?

Likewise, the child who leaves the bilingual program (for whatever reason) and enters the regular education mainstream. Very often testing which follows the original classroom concern shows a lack of vocabulary and a lack of conceptual development. This child simply has not been exposed to the same experiences as have his American counterparts. Is this a Special Education case, or is this a case for regular education program modification and support. This issues as we see them seem to boil down to (1) Who has the perceived time and capability for individualized teaching, (2) Who has the necessary staff, and (3) Who has the money to develop or to buy new programs? A fourth, more subtle, issue might also be: Who is receiving the political and statutory pressure? In economically restrictive times, these questions are critical to the process and very often become the hidden agendas of local school systems.

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The Tests of Reading Abilities are available in Spanish, Portuguese and Crioulo, and were originally a combination of twenty subtests of traditional readiness abilities as well as some actual formal reading tasks. Skills and abilities tested are those which are included in traditional readiness tests: Visual discrimination and visual memory; letter naming and sounding, Auditory discrimination, tests of letter reversals, categorization and tests of pencil use and name writing ability. We have chosen those skills which have previously been shown to contribute the most to a child's success, especially as he enters school and begins to use language to read, write and speak.

The purpose of developing this test in this fashion was to allow us to eventually develop a smaller battery of subtests which could be given to every entering bilingual child in an attempt to discover, very early, which children were at greatest risk for failure. This index would be composed of the four or five subtests which showed the greatest relationship, statistically, to reading success within our standardization group. The entire battery could then be given to those children who appear to be at risk and, hopefully, specialized programs would then be developed for early intervention.

The process of validation for these tests has taken the past two years, and is still not complete. The entire Test consisting of twenty subtests was first given to all children in the first grade bilingual program in September, 1980. In the spring of 1981 we administered the entire test to the kindergarten classes. Enough data resulted for the determination of rough reliability and validity statistics. At that point, reliability for both Spanish and Cape Verdean groups was above .90.

Validity was established in two ways. The original sample of first graders were administered the last five subtests which required actual reading abilities in June, 1981. These data were correlated with beginning reading scores and a strong positive correlation developed. In other words, children who did well in September also did well in June.

The following spring, 1982, standardized tests of reading in Spanish and English were administered to the Hispanic population. A standardized reading test in English was administered to our Cape Verdean population. The data obtained from these tests were used to establish predictive validity and to construct the Predictive Index.

The ultimate purpose of the Tests of Reading Abilities was three fold: (1) to identify high risk children using their primary language (and before instruction in English had begun); (2) to provide profiles to the bilingual program teachers which would allow for early intervention within the classroom and (3) to allow special education assessment to be accomplished which meets the statutory requirements as well as allowing valid objectives for individual educational plans to be formulated.

Thus, in the time since our first presentation in New Orleans, several important objectives have been realized. The preliminary sample of Hispanic and Cape Verdean kindergarten students finished their first grade year and were administered a series of Reading Achievement tests as a part of their basal reading programs. Although these tests were criterion-referenced the results did allow for some determination concerning validity to be made at the end of the first grade. Data were subjected to traditional statistical analysis and the results will be detailed later. These findings

did support our assumption that sufficient reliability and validity had been established to continue the process further. The technical information was subsequently submitted to an independent statistical evaluator and, as a result of their findings, minor changes were made in both the administrative manual and in the composition of the tests to the extent that, of the original twenty subtests, only those relating to reading readiness were retained. Consequently the current version of the test contains fifteen subtests and the title has been changed to Tests of Reading Readiness.

Technical Information

The following information is presented to allow a determination of reliability, validity and predictive abilities to be determined.

The need to develop valid instruments to diagnose the special needs of bilingual children is obvious. Court decisions, state and federal law and regulation as well as pressures exerted by advocacy groups require that the bilingual child be assessed using the least biased instruments possible. Primary among these requirements is the need to assess bilingual children using their native, or primary, language.

Surveys of existing tests had revealed few valid instruments to use with our populations. Most commercially available instruments available in Spanish, at the time, were written for a Cuban or a Chicano population. The vocabulary base tended to be all wrong. The northern urban population tends to be Puerto Rican and uses vocabulary which is dissimiliar in many ways from the Spanish spoken in the south and southwest. Few, if any tests are available in Portuguese. There are no existing validated instruments written in Crioulo.

Educational literature is replete with findings relating to reading and reading readiness. A replication of this research using bilingual students as subjects is only now being attempted. The major underlying assumption of this study states that reading readiness abilities have a certain universality which extends across languages, especially when those languages have many factors in common. The existence of a sound/symbol system, the use of a common alphabet, a similiar sequence in writing (left-to-right) and a deep base structure relating to syntax are all elements which seem to be common elements of these languages. Consequently, readiness abilities found necessary for success in beginning reading in English could become the subject for research replication using Spanish, Portuguese and Crioulo as the language in print.

The decision to construct a battery of instruments which could be used for the special needs assessment of bilingual students was, therefore, our response to the current state of testing with bilingual students. Four separate instruments were constructed during the spring and summer of 1981. A test of reading abilities, a test of language abilities, a test of learning rate and method and an adaptive behavior scale were written and became the major instruments within The Brockton Battery: A Special Needs Assessment for Bilingual Students. In addition, two commercially available tests, the Beery Test of Visual Motor Integration and the Boehm Test of Basic Concepts were suggested for use before administration of the Battery to determine the child's visual-motor abilities and the child's grasp of basic concepts such as "under, over, first, middle, etc" which are crucial for test taking success.

As previously stated, the principle purpose underlying the project which ultimately led to the development of The Brockton Battery: A Special Needs Assessment for Bilingual Students (Copyright, 1980) was the construction of a reliable and valid assessment instrument which would be used with two of the bilingual populations within the Brockton, Mass. Public School System. This Battery would ultimately allow Bilingual Special Educators to ascertain the existence of an individual student's special needs, to determine the academic area affected and to eventually write individual educational plans for students within the Bilingual Program who were to receive special education services. (Just as they are currently written for English-speaking children.)

The second major purpose of this project was to construct a diagnostic index which could be used by Bilingual teachers to identify the "high risk" children in their classrooms who would need testing with the complete Battery. The Tests of Reading Readiness contains fifteen subtests. The diagnostic index would be composed of those subtests which, when administered at the onset of the program in beginning reading, would predict later success in reading (both in the native language, as in the case of Spanish-speaking students, or in English, as in the case of Portuguese and Crioulo speaking students.)

The third aim of this project was to subject data obtained during a two year period to statistical analysis to determine the degree of reliability, validity and predictive value which these instruments would have.

The original design called for a two year interval between the administration of the readiness tests and the administration of the tests designed to measure success in reading. However, the need to establish

the reliability and validity of the tests resulted in the decision to issue preliminary results following the first validation year. Information has been included on test reliability, validity and some early findings relating to the predictive effects of the tests and subtests. Additional statistical information concerning the relationship between readiness abilities as determined through the child's native language (Spanish, Portuguese or Crioulo) and his eventual success in learning to read in English has also been included. If our assumptions were correct, there should be a high degree of correlation between readiness abilities in the native language and the resultant success in learning to read in English.

Preliminary findings did indicate that sufficient test reliability and validity had been established to allow the continuation of the project into the second year. Item analysis and inspection of test results on the initial sample resulted in some slight modifications and revisions to the original tests. Results following the second year with the original sample also included data from the administration of two standardized tests designed to measure progress in reading - The Comprehensive Tests of Basic Skills (CTB/McGraw-Hill, Montereym Calif.) in English and in Spanish, which are administered to the entire second, fourth, sixth, eighth and tenth grade population each year.

The original sample

Nineteen first grade Hispanic students and thirty-six first grade Cape Verdean students composed the original sample for the first administration of the Tests of Reading Abilities. This small sample size suggests that the data reported be regarded only as preliminary.

This small sample size is, however, in the light of previous research of this nature (de Hirsch, 1965) of adequate size to make inferences as to the direction, at least, that the results are taking.

A Description of the Tests of Reading Readiness

The Brockton Battery: The Tests of Reading Readiness consists of fifteen subtests relating to reading readiness. Only those skills found significant in past studies were used. Each subtest was designed to test one of the major factors of a substrata theory of the construct of reading. Previous American research in reading extending back in time over fifty years was examined to determine those factors found critical to a child's success in beginning reading. Readers will be well aware of the lack of consensus among reading authorities regarding those abilities and factors. In addition, contemporary tests of reading readiness were examined to ascertain which factors are currently being assessed prior to the introduction of formal reading instruction with English readers in contemporary A merican schools.

One subtest was constructed to measure a child's ability to use a pencil and to write his first name. Four subtests were constructed to measure the child's visual discrimination abilities. (Letters, words and reversals). Six subtests were constructed to measure the child's auditory

discrimination abilities. (Words, Rhyming, Initial Sounds, Ending Sounds, Beginning consonant blends) One subtest relating to the ability to distinguish between minimal sound pairs was included, one subtest relating to categorization abilities was included. One subtest measuring the child's ability to recognize letters, give sounds for letters, and the write syllables from dictation was written. A further discussion of the abilities measured by these subtests will be found in the section of this article relating to concurrent validity.

Note: If research is available concerning the readiness abilities needed to predict success in beginning reading in Portuguese and Puerto Rican Spanish, the authors have been unable to locate it. In addition, because Crioulo, the language of the Cape Verde Islands, is still considered an unwritten language, few, if any, direct studies have been written which would examine the abilities needed to transfer from oral to written language.

Reliability:

The reliability of a test refers to the consistency with which a test measures an ability. It is especially important that tests, such as the Brockton Battery, which are used to measure specific problem areas in individual children, be highly reliable. If a test has a low reliability children can be misdiagnosed as either having a particular deficiency where, in fact, none exists, or not diagnosed as having a particular difficulty when in fact they do.

Traditional measures of reliability are (1) internal consistency, (2) stability, and (3) standard error of measurement. The first is estimated through correlational methods and is reported in terms of a coefficient. (In general, correlations of .80 or better are generally accepted as the minimum criterion for a test which is to be used with individual children. (Guilford, 1964; Holmstadler, 1964; Hammill, 1977)

Reliability for the Brockton Battery: Tests of Reading Abilities was determined using both correlations of internal consistency and the standard error of measurement. Measures of stability, which involve a test re-test procedure required more professional staff and time than was currently available. Consequently, only those findings relating to internal consistency and standard error of measurement are reported here.

Internal consistency

Internal consistency reflects the homogeniety of items within a test, i.e. the extent to which each item measures the same function. Lack of correlation among individual items of a test would mean that some other factor is being measured. One could then question whether or not the test could be used as a basis for making statements about the test construct.

In order to estimate the internal consistency of the Brockton battery: Tests of Reading Abilities two separate studies were undertaken.

In the first study, the split-half procedure with the application of the Spearman Rank-Order correlation formula was used to estimate the reliability of the Tests of Reading Abilities which had been administered to nineteen first grade Hispanic students in the fall of 1980. The test was administered by a bilingual special educator. The resultant correlation was .89.

A second study involved the same statistical procedures and investigated the degree of internal consistency for the Tests of Reading Abilities which had been administered to a group of thirty-six Cape Verdean

first grade students in the fall of 1980. The test was administered by a second bilingual special educator. The resultant correlation was .91.

Sub-test Reliabilities

A separate procedure was utilized to determine sub-test reliabilities. The Kuder Richardson Formula 21 (Spache, 1976) was applied to the data from both the Hispanic and Cape Verdean studies. The results of these procedures are presented in the table below.

TABLE 1

Tests of Reading Abilities (Spanish and Crioulo)

Sub-test Reliabilities

Sub-test	Spanish (N=19)	Crioulo (N = 36)
Pencil Use/Name Writing	.69	.86
VisDiscLetters	.75	.73
Letter Reversals	.61	.63
SeqLetterReversals	.82	.83
VisDiscWords	.75	.93
Categorization	.63	.91
Letter Names	.92	+
Letter Sounds	.53	+
Letter Recognition		.95
AudDiscWords	.65	.59
Rhyming	.72	.88
MinSoundPairs	.89	.63
AudDiscInSounds	.80	.98
IdenInSounds	.74	+
MatchInSounds	.71	.71
AudDiscInSounds	.61	.92
IdenInSounds	.61	.92
IdenEnd Sounds	.90	+
MatchBlends	.86	.94

+ =cases where no valid scores could be obtained

Standard Error of Measurement

A fourth procedure was used to establish reliability for the Tests of Reading Abilities. Standard error of measurement measures reliability in that it establishes a zone within which true scores lie. Small errors of measurement are considered signs of high test reliability. (Spache, 1976) Using the mean scores and standard deviations for each group presented in Table 2, the extent due to deviation was obtained. The standard errors of measurement for the sub-tests within the Tests of Reading Abilities are presented in Table 3.

TABLE 2

Tests of Reading Abilities (Spanish and Crioulo)

Mean scores and Standard Deviations

Sub-test	Spanish		Crioulo	
	Mean	S.D.	Mean	S.D.
Pencil Use/	6.6	1.8	7.8	1.4
VisDiscLetters	9.9	.2	9.6	.2
LetterReversals	8.6	1.8	7.7	1.7
SeqLetterRev.	4.6	3.7	2.5	3.3
VisDiscWords	7.8	2.6	6.0	5.5
Categories	3.5	2.3	2.0	2.1
LetterNames	11.9	1.1	19.8	16.7
LetterSounds	7.8	3.5	- -	- -
Writing Syllables	2.2	3.4	0	0
AudDiscWords	12.6	13.5	8.6	2.8
Rhyming	2.6	2.6	1.9	2.8
MinSoundPairs	28.2	10.5	7	3.9
AudDiscInSounds	4.8	3.5	.9	2.5
IdenInSounds	1.3	3.5	0	0
MatchInSounds	3.9	3.9	7	3.8
AudDiscEndSounds	.2	.57	.8	5.3
IdenEndSounds	.1	.01	0	0
AudMatchBlends	5.1	1.75	3.4	7.3

TABLE 3

Tests of Reading Abilities (Spanish and Crioulo)

Standard Errors of Measurement

Sub-test	Spanish	Crioulo
Pencil Use/Name Writing	.52	.23
VisDiscLetters	+	.20
LetterReversals	.52	.28
SeqLetterReversals	1.10	.55
VisDiscWords	.75	.92
Categories	.66	.34
Letter Names	.31	2.70
Letter Sounds	1.85	+
Writing Syllables	.09	+
AudDiscWords	3.90	.29
MinSoundPairs	3.65	.32
Rhyming	.75	.47
AudDiscInSounds	1.02	.42
AudMatchInSounds	1.10	.65
AudDiscEndSounds	.17	.89
IdenEndSounds	.01	+
AudMatchBlends	.49	1.21

+ = no scores obtained

Validity

A test is considered valid when it can be shown that it measures what it presumes to measure. Four general types of validity are usually reported by test authors: (1) Content validity, relating to the similarity between test items and what is actually taught in the classroom, (2) Construct validity, relating to documentation that sub-test scores actually do measure separate, unitary, abilities as well as the general "construct" of the topic; (3) Concurrent validity in which scores for the test in question

are compared with correlations obtained on other, previously validated tests of the same abilities; (4) Predictive validity, or the extent to which the test is able to predict actual performance in the future.

Discussion of the validity of the Tests of Reading Abilities is presented below and basically revolves around the issues of Content, Construct, Concurrent and Predictive (Diagnostic) Validity. Because no other validated instruments exist with which to compare the results of the Tests of Reading Abilities, estimates of concurrent validity are based upon an examination of subtest intercorrelations only.

Content Validity

The Brockton Battery: Tests of Reading Abilities consists of fourteen sub-tests and has been based upon a substrata theory of reading. Each sub-test is designed to measure a specific factor which has previously been identified in American reading research to contribute critically to a child's beginning reading success in English reading. American reading research, extending back over fifty years, was examined by the authors to determine just which of the abilities and factors should be represented in a test of readiness for reading for Hispanic, Portuguese and Cape Verdean students. (Monroe, 1935; Orton, 1937; Wilson and Flemming, (1938); Gates, (1939); Durrell, (1958); Gray, (1960); de Hirsch, (1966); Chall, (1967); Bond, (1967).)

In addition, contemporary reading readiness tests published in English were examined to ascertain which factors are currently being assessed prior to the introduction of formal reading instruction.

Concurrent Validity

Concurrent validity is concerned with comparing a test with existing criteria. (Hammill, 1980) For example, a new reading test might be correlated with other tests which already enjoy a wide acceptance among professionals who evaluate reading problems in children. In this regard, comparing the scores on the Brockton Battery: Tests of Reading Abilities with previously validated instruments is not possible for two major reasons. In the case of the Spanish version, tests presently available are inappropriate for our population. They were written for Cuban or Chicano students and use an inappropriate vocabulary base. There are no previously standardized tests of readiness in Portuguese or Crioulc.

Consequently, the decision was made to compare individual subtests from the Brockton Battery: Tests of Reading Abilities with individual subtests from the Level 1 and Level 2 Mastery Tests from the Holt Reading System. These mastery tests are criterion referenced instruments and, as such, no reliability or validity data has been published concerning them. However, an inspection of the content of these subtests (i.e.: visual discrimination, letter sounds, letter words) indicates that the same skills are being measured as those compared in the Brockton Battery: Tests of Reading Abilities. The only difference is in the language used in the directions and items.

Pearson Product Moment Correlations were computed between similiar subtests and the actual scores were subjected to a test of statistical difference. It was hypothesized that the existence of (1) a statistically significant correlation, and (2) the lack of statistically significant differences between subtest scores would indicate enough similarity between subtests to establish concurrent validity. These results are presented in Table 4.

TABLE 4

Holt/Brockton Battery Subtest Intercorrelations

Brockton Battery	Holt Mastery Tests					
	Classification	Rhyming	Initial Consonants	VisDiscLetters	VisDiscWords	
Categories	.64					
Rhyming		.67				
Initial Consonants			.79			
VisDiscLetters				.27+		
VisDiscWords					.94	

+ this lower order correlation for the VisDiscLetters subtests results from the skewed nature of the raw scores. A non-parametric statistic should be used in this case.

These data reveal that in all cases, statistically significant coefficients of correlation resulted from a comparison of similar subtests of the Brockton Battery: Tests of Reading Abilities and the Holt Mastery Tests. Correlations falling between .50 and .61 are statistically significant at the .05 level of confidence while those correlations above .61 are statistically significant at the .01 level of confidence.

An additional procedure was employed to determine the relationship between these subtests. A t test of the significance of the difference between two means for correlated samples (Ferguson, 1966) was used to determine whether or not the tests were significantly related. The hypothesis was that a lack of statistical significance between these subtests would confirm the assumption that both subtests (Holt and Brockton Battery) measured the same abilities. The reults are presented in Table 5.

TABLE 5

Subtests compared	t ratio
Categories/Classification	3.73 **
Rhyming/Rhyming	.707
Init Con/ Init Con	.372
VisDiscLetters/VisDiscLetters	6.21+
VisDiscWords	.553

+ the skewed nature of the raw scores for both subtests of Visual Discrimination for Letters probably renders these parametric statistics invalid.

** p. $<$.01

Table 5 indicates that of the five subtests examined only one, Categories/Classification shows a statistically significant difference between mean scores. When the actual test items are examined, the reaons become obvious. While both tests require classification/categorization abilities, the subtest from the Brockton Battery: Tests of Reading Abilities used words while the subtest from the Holt Mastery Test uses pictures.

Construct Validity

Construct validity relates to the degree to which the underlying traits of a test can be identified and the extent to which these traits reflect the theoretical model upon which the test is constructed. The most common method for investigating construct validity is statistical factor analysis using the intercorrelation coefficients associated with the subtests. A discussion of the construct validity of the Brockton Battery: Tests of Reading Abilities. Description and discussion of the individual subtests is presented first. A discussion of the investigation of the major assumption is presented to further reinforce the construct validity of this instrument as well as providing a basis for prediction. Definitive results will have to await the administration of the Brockton Battery; Tests of Reading Abilities to a much larger sample.

Discussion of the Tests of Reading Abilities sub-tests

Test I: Pencil Use and Name-Writing

Failing readers often display fine motor disabilities, especially as applied to handwriting. Given the graphomotor demands of the first grade, it is not surprising that previous research has determined that a student entering the first grade must be able to hold a pencil correctly and to be able to write their first name legibly and correctly. Those who have mastered this skill tend to show superior achievement in reading at the end of the first grade. (Durrell, 1956; de Hirsch, 1966)

This sub-test requires that the child use a pencil to write his first name on the lines provided in the test booklet. Two separate scores are obtained: one for Pencil Use (0 - 6) and is assigned by the teacher, and one score indicating the correctness and quality of the written first name. (0 - 6) The second score is based upon a rating supplied in the test booklet and is assigned by the teacher. The two scores are added together to give the total score for this sub-test. The high correlation between this sub-test and the total Brockton Battery score (.79 for Spanish students and .74 for Cape Verdean students) indicates that the abilities measured by this sub-test are highly related to the child's overall performance on the entire Test of Reading Abilities. Correlations of the same magnitude (.80 and .76 for Spanish students' achievement in Spanish reading and English reading, respectively, and .96 for Cape Verdean students achievement in English reading)

further indicates the importance of this fine motor ability, both in English reading and in Spanish reading. Furthermore, the relatively low sub-test intercorrelations (most on the order of .75 and below) would tend to point to this subtest as measuring skills relatively independent from other critical reading factors, namely: language (.64), visual discrimination (.46), Auditory discrimination (.63), and letter names. (.67).

Sub-test II: Visual Discrimination for Letters

Most traditional readiness tests use shapes and geometric figures to test a child's ability to match and discriminate visually. However, as Spache (1979), de Hirsch (1965) Hammill, (1978) have stated, the closer in content a predictor variable is to the criterion, the closer will be the correlation between the two. Also, Durrell has shown that most children come to school with the ability to match letters. (1958). In this instance, there is little justification for including matching of non-verbal items in academic readiness tests. The easiest task, the direct matching of capital and lower case letters, within the sequence of visual perception tasks relating to reading achievement, is measured by Sub-test II. Correlations with June reading achievement are higher than those reported in previous research (1958). This may be a statistical artifact caused by the small sample size in this study. Also, most students (as in Durrell's study) had mastered this task as of September. (Mean score for Hispanic students = 9.9;

mean score for Cape Verdean students = 9.6). These results agree in direction and strength with the Durrell research and indicate that most students enter first grade with this skill developed to the extent that further training would seem pointless. Concomitantly, any student who enters first grade without this skill would indicate the possible presence of special needs.

Subtests III, IV: Letter Reversals and Sequenced Letter Reversals

Previous research has indicated that the ability to match sequences of letters is positively related to reading achievement. (Goins, 1958; Horst, (1956); Harris (1959); de Hirsch (1965) The matching of letter sequences is especially difficult at the first grade level because not only is the nature of the materials abstract, but the requirement that two and three letter combinations be held in memory, makes this an integrative task of higher order than the traditional letter and word matching items. Correlations obtained in this study (with Spanish reading = .76; English reading for Hispanic students = .80; English reading for Cape Verdean students = .87) are higher than those obtained in previous research (de Hirsch, 1966) and is probably a function of sample size, although statistical significance was obtained for both the Spanish and Cape Verdean groups on this sub-test.

Subtest V: Visual Discrimination for Words

A child's ability to directly match words has long been a

included in measures of reading readiness and, traditionally, is considered one of the prime predictors of eventual reading achievement. The data obtained in this study compares favorably with previous research. (de Hirsch, 1966: .45) The larger correlations reported for students in this study is again most likely a reflection of a smaller sample size. However, the mean scores achieved (TABLE 2) as well as the standard deviations suggests that this skill is not possessed by all entering first graders and should be tested and taught as a part of the reading readiness program.

Note: The dilemma of attempting to provide subtests with sufficient items to insure suitable reliability while, at the same time, presenting a test of reasonable length, has led to the combination of Subtests II, III, IV and V into one subtest of visual abilities in the second edition of the Brockton Battery. However, the diagnostic index will contain original subtests. Projections for the reliability of the new sub-test is .85. The use of the new visual abilities subtest is thus suitable for the diagnosis of individual students.

Subtest VI: Categorization

The inclusion of a test of categorization in the Reading Abilities test rather than in the Test of Language Abilities is an acknowledgement of the critical value language plays in the reading process. The high order of correlation with reading achievement shown for all groups replicates previous research. (Robinson, 1963; Orton, 1937), de Hirsch, (1966). In addition the lower order

correlations with obvious visual, auditory and motor factors underscores this ability as unitary and discrete.

Subtest VII: Letter Names, Letter Sounds, Writing Syllables from Dictation

An entering first grader's abilities to match, name, sound and write letters has consistently been found to be the single best predictor of his beginning reading success. (Silvaroli, 1965; Durrell, 1956, Bond, 1967; de Hirsch, 1967; Monroe, 1935). As previously stated, the ability to directly match letters has been found to be a skill possessed by the majority of first graders surveyed in the literature. (Durrell, 1956). However, the more advanced and complex abilities of children to identify letters shown, to give the sounds of letters, and to write letters from dictation, are not abilities possessed by the majority of entering first graders. Yet, these are the very skills which correlate most highly with success in beginning reading instruction. Research has consistently shown that while a knowledge of letter names and sounds does not assure success in beginning reading, lack of that knowledge does produce failure. (Durrell, 1958). The decision, therefore, to include these skills in a subtest of the Tests of Reading Abilities is solidly grounded in findings from previous American research.

The coefficients of correlation found by comparing a child's scores on subtest VII with measures of end-of-first

grade success in reading for the children in our sample compare favorably with previously reported research. (Durrell, 1958; de Hirsch, 1966; Bond, 1967.). Correlations for the Hispanic sample ranged from .65 to .89 with English reading measures and from .72 to .84 with Spanish reading measures. Correlations for the Cape Verdean sample are of the same magnitude. (69). For this group the letter names, letter sounds and writing syllables were combined into one score called "letter recognition." No child in the sample was able to identify sounds, nor write letters from the syllables dictated.

Subtest X: Minimal Sound Pairs

This subtest reflects the fact that bilingual children often do not know, nor do they use, all of the sounds which are present in the English language. As Thonis (1976) has stated, sound difficulties stem from instances where English sounds do not exist in the native language. The child will not perceive (discriminate) these sounds and will often substitute native sounds. In addition, the student will have a problem in using certain sounds which he is able to perceive when they occur in an unaccustomed position.

American reading research has shown that a child's auditory discrimination abilities are directly related to his articulatory abilities. (Spache, 1976). It has reported that children who

are unable to perceive sounds (and therefore, are unable to discriminate among them) must be directly taught to articulate the unfamiliar sounds. This subtest of minimal sound pairing is designed to determine whether or not the bilingual child is able to distinguish sounds which appear in English but not in the native language. In this study, correlations between reading achievement and the ability to perceive minimal sound differences ranged from .53 and .54 for Hispanic students to .79 for Cape Verdean students.

Subtests VIII, IX, XI, XII, XIII, XIV.

Auditory Abilities

Auditory Discrimination for Words (Same or Different)
Rhyming
Auditory Discrimination for Initial Sounds
Identification of Spoken Initial Sounds
Auditory Matching of Initial Sounds
Auditory Discrimination of Ending Sounds
Identification of Spoken Ending Sounds
Auditory Matching of Consonant Blends

The inclusion of subtests measuring auditory abilities is a reflection of the current trends in reading readiness testing. Research results comparing these abilities with reading achievement tend to be inconclusive. (Spache, 1976) In most cases, correlations with reading achievement with auditory abilities are weaker than those for visual abilities. While the correlations may be weaker statistically, the realities of the classroom and the demands of the reading program being used probably assure that a child with poorly developed auditory skills will fail. As emphasized by Spache, (1976), training is essential if it can be shown that children can be helped in these areas.

Readers are invited to peruse the tables of intercorrelations which appear on the following two tables to determine the degree of

intercorrelation among the subtests and the relationship between the readiness abilities as tested in Spanish and Crioulo and the ability to read as measured by the Holt Mastery Tests. In the case of the Spanish population, scores have also been included of reading ability in Spanish.

Major Assumption

The major assumption upon which the Brockton Battery: Tests of Reading Abilities was constructed was the hypothesis that the construct of reading, as applied in English, Spanish, Portuguese and Crioulo, is universal, regardless of language. If this hypothesis is true, then it will be valid to test a child's reading readiness abilities in his native language (Spanish, Portuguese, or Crioulo) and to then predict the probability of academic success in reading, not only in the native language, but in English as well. In other words, the readiness abilities needed to experience success in beginning reading are the same, regardless of the language to be read. The implications for children, teachers and special educators within the bilingual program is obvious. High risk children will be diagnosed through their native language, the determination of special needs will be possible in the native language and remediation of readiness abilities can occur in the native language and the result will transfer to English reading.

To test this hypothesis, Pearson Product-Moment Correlations were computed for all of the test and sub-test scores within both the Tests of Reading Abilities. Two criteria were chosen as the major focus of the study. The first, success in reading in English, was measured for both the Spanish and the Cape Verdean groups, by the score on the Holt Reading System Level Two Mastery Test which had been administered to both groups in June, 1981. Success in reading in Spanish, for the Spanish group, was measured by the score achieved on the Brockton Battery, II, a test constructed to measure oral and

silent reading abilities in Spanish. This was administered to the same group of students in May, 1981.

Note: It would be advantageous to have reliability and validity data for the Brockton Battery, II. However since this is a preliminary study, and the final study will use results from the California Test of Basic Skills, Spanish version, to be administered in the Spring of 1982, no such statistical analysis was attempted.

Tables 6 and 7 present the intercorrelations for Spanish students and Cape Verdean students, respectively.

Both tables of intercorrelation provide a significant amount of data. The initial series of procedures involved examining data gathered for the Spanish population. First, correlations between readiness abilities (Brockton Battery, I), Spanish reading abilities (Brockton Battery, II), and English reading ability for Spanish students (Holt Mastery Test) were examined.

The first statistical procedure involved the determination of which of these correlations were statistically significant from 0. The test for testing the significance of a correlation coefficient (Ferguson, 1966) was employed for this analysis. It was ascertained that t values of more than 2.23 were needed to establish significance at the .05 level of confidence. It was further determined that t values of 3.18 were needed to establish significance at the .01 level of confidence. Those correlations falling between .50 and .61 were found to be statistically significant at the .65 level of confidence while those falling above .61 could be said to be statistically significant at the .01 level of confidence.

A table was then prepared which presented the sub-tests which reached either the .05 or .01 level of confidence. Table 8 contains that information.

The second statistical procedure involved subjecting the coefficients of correlation which had been found to be statistically significant from 0 (Table 8) to a further t test to establish the relationship between readiness abilities in Spanish and reading abilities in Spanish and English. The t test for determining the significance of the difference between two correlations for two correlation coefficients with correlated samples (Ferguson, 1966) was used.

The hypothesis in this instance stated that the existence of statistically significant differences between correlations in the two separate languages for any one subtest would mean that the ability measured by that sub-test was not, in fact, a measure of a unitary readiness ability held in common by both languages. Conversely, the lack of a statistically significant difference between the correlations would indicate that the subtest was a measure of a unitary readiness ability which has as much importance in one language as in the other. In this case, t values of .576 were necessary to establish statistical significance at the .05 level of confidence and t values of .708 were necessary to establish significance at the .01 level of confidence. Table 9 presents the results of this analysis and gives the probability that no statistically significant difference exists between the measures.

An analysis of this data indicates that all readiness sub-tests correlate with both reading success in Spanish and reading success in English. For the purposes of this preliminary study, and within the limitations of the study, the major assumption can be considered valid.

A second series of procedures involved examining data gathered for the Cape Verdean population. (The educational program for Cape Verdean students differs from the Spanish program in that, as Crioulo is an unwritten language, these students must begin to read immediately in English. Consequently, it is not possible to ask the same questions of this population, statistically, as were asked of the Spanish population.)

Correlations between readiness abilities in Crioulo (BBI) and June reading achievement in English (Holt) were inspected to determine, as in the case of the Spanish population, which of these correlations were statistically different from 0. It was determined that t values of 2.042 and 2.750 were needed to achieve significance at the .05 and .01 levels of confidence, respectively. The t test for testing the significance of a correlation coefficient (Ferguson, 1966) was employed. The t values for this series of correlations ranged from 2.73 to 15.82. Therefore, it was concluded that all reported correlations between the total Brockton Battery: Tests of Reading Abilities score and the total Holt Mastery Test (Level 2) score were statistically significant at the .01 level of confidence.

Because no data relating to the ability to read in the native language (Crioulo) could be obtained, it was not possible to subject the data to test the major hypothesis with this population.

One possible future analysis which might be accomplished with the Cape Verdean population would involve a correlation between the subtests of the Brockton Battery: Test of Reading Abilities and the subtests of the Holt Mastery Tests (Level 2). The hypothesis would deal with a correlation between achievement scores on matched sub-tests. However, to accomplish this, both subtests would have to be administered within a reasonably short period of time to assure that no learning had taken place between test administrations. In addition, the directions for the Holt Mastery Test (Level 2) would need to be translated into Crioulo. In this way it could be determined that both tests measure the same abilities which are, in fact, universally applicable to the construct of reading, regardless of language.

The Predictive Index

A major goal of this project has been to validated the Tests of Reading Readiness to the point where an efficient screening device, easily administered and easily scored, could be developed for use by classroom teachers. Early intervention for children with special needs is crucial. A way to help classroom teachers decide which of their students present high risk for failure is needed. It was our hope that certain subtests could be designed which would then be combined into a "predictive index" to be given by classroom teachers to determine which entering first graders should be referred to bilingual special educators for further evaluation.

The "predictive index" was developed by selecting those subtests which revealed the greatest correlation to second grade reading achievement.

The tests selected for the Cape Verdean population were: (1) Pencil Use and Name Writing; (2) Letter Reversals; (3) Sequenced Letter Reversals; (4) Minimal Sound Pairs; (5) Letter Recognition; and (6) Auditory Discrimination for Consonant Blends.

The tests selected for use with the Hispanic population are: (1) Pencil Use and Name Writing; (2) Letter Reversals; (3) Visual Discrimination for Words; (4) Letter Names; (5) Letter Sounds; (6) Minimal Sound Pairs; (7) Matching Initial Sounds.

These tests, combined into their respective "predictive indices" can be found in the Appendix to this paper. The directions for each subtest can be found in the "Manual of Directions", also contained in the Appendix.

Administration of these predictive indices to a much larger sample is obviously needed. Cumulative test results over the next several years will give us, in Brockton, a good indication as to the efficiency with which the index predicts the actual successes and failures. Hopefully will will err on the side of the "false positives." Validation with a much wider, in the sense of geography, population is actually needed if these instruments are to be validly used with any other than a local population.

The Scales of Adaptive Behavior:

The second instrument which we have been able to develop to a point allowing for statistical analyses and revision to occur has been the Scale of Adaptive Behavior. This scale, like the Tests of Reading Readiness, has undergone extensive use within the Brockton area since it was originally introduced in the spring of 1981.

The decision to provide an instrument for assessing the social competence of children within our Battery was motivated by a lack of a suitable instrument to use with bilingual children. Some measure of the child's ability to engage in age appropriate social activities and to perform those self-maintenance tasks necessary for daily living would clearly be needed if we were to meet the mandates of both Massachusetts State Law, Chapter 766 and P.L. 94-142.

Although measurement instruments have been scarce, the concept of adaptive behavior has a long history within the field of special education. Interestingly enough, in the 19th century, the medical definition and conception of retardation usually described those skills which we have come to call "adaptive behavior." Pioneers in the field of special education referred to social competency, the ability to be independent, socialization abilities and skill training in the vocations as norms against which they would judge the severity of retardation.

The psychometric approach to diagnosing mental retardation has dominated the first half of the twentieth century, beginning with the

works of Binet in 1905. This approach has been criticized, especially when used with the minority populations within our pluralistic society. The result of this criticism has been both judicial and regulatory interdiction against the use of any one method to determine the extent of retardation. Instead, a combination of approaches must be used which, in turn, requires that local school systems find some method of assessing the adaptive behavior of all students referred for special education services. It becomes especially difficult when we attempt to meet federal regulations which demand the use of instruments which have been validated upon the population to which the child belongs, and for the reasons it was constructed.

The difference between the two approaches are considerable: assessment of adaptive behavior relies heavily upon the communities judgement about an individual's degree of independence and ability to relate to social peers. On the other hand, the assessment of intelligence, in the psychometric sense, depends upon a person's ability to perform a limited number of tasks on a norm referenced instrument.

It was perhaps inevitable that the two approaches would merge into one comprehensive method of determining a child's retarded or non-retarded status. Today, most professionals would recommend a pluralistic approach to any assessment of learning difficulties.

For numerous reasons it was again decided that commercially available instruments would not meet our purposes. Procedures for measuring adaptive behavior are very limited. The Vineland Social Maturity Scale (Doll, 1965) contains 117 items, arranged in chronological

order from birth to adulthood. Some age levels contain only 2 or 3 items. The scale was normed on 620 subjects, ten at each age level from birth to 30 years of age. There is no indication that any members of minority groups were included in the standardization sample. The Cain-Levine Social Competency Scale (Cain, et al, 1963) was deisgned to be used with subjects already diagnosed as profoundly retarded. The AAMD Adaptive Behavior Scales (Nihira, 1969) were also designed for use with subjects already diagnosed as retarded or emotionally disturbed. The Public School Adaptation of the AAMD Adaptive Behavior Scale relies on teachers to rate behavior and has eliminated those items not felt to be within the teacher's expertise. It was normed upon 2800 students, nonrandomly chosen, and all living in California. The resultant norms are divided into racial and ethnic categories as well as by traditional special education labels. Comparison of any given student with these norms is xenous, at best.

Use of the Adaptive Behavior Inventory for Children (SOMPA) is not applicable to our use for these same reasons of inappropriate norming samples and a questionable underlying assumption which had drawn much criticism from the State Department of Education in Massachusetts as well as from professional bilingual psychologists in the area. It was therefore decided to create a new scale which, while being based upon traditional assumptions of adaptive behavior, would use a scoring system which would allow the determination of an "Adaptivity Quotient" in the exact same way as "Intelligence Quotient" is determined through the use of the Stanford-Binet.

The original scale was written, based upon a series of more than fifty questionnaires given during the summer of 1980 within the Spanish, Cape Verdean and Black communities of Brockton. Parents were asked two basic types of questions: (1) At which age would you expect a child to accomplish a specific task, and (2) Which tasks were your children asked to accomplish at which age? By using community standards we feel that once again we are meeting both the spirit and the definition of adaptive behavior.

These questionnaires were analyzed and only those areas and questions found to be in common with all three groups were used. For example, if a Cape Verdean family did not expect a child to be able to go to a store and return with correct purchases and change until age 12, but the Spanish families expected the same behavior at age six, and the Black families did not expect the behavior until age nine, we threw out the item as being culturally discriminatory. We did not want to be able to identify the cultural group by the manner in which the question was answered.

The scale, as originally presented, contained 10 individual scales, one each for ages four through fourteen. This has since been extended downward to include ages two and three. Questions were written to tap into five basic stands of adaptive behavior: (1) self-maintenance, interpersonal relationships with (2) peers, (3) family, (4) community groups, and (5) consumer activities. There were twelve items at each age level of the original scale. Following one year of use with all

children referred for restricted special education services, the scales underwent revision as the result of statistical analysis as well as the considered opinions and expertise of bilingual school adjustment counselors and a child psychologist employed by the school system. Those items found to be invalid, either empirically or judgementally, were eliminated and only the six at each age level which showed the greatest statistical reliability were retained. Therefore the current scale contains six items at each age level, each worth two months credit toward the determination of the child's adaptivity quotient.

Summary

This paper has presented findings related to the construction of a test of readiness and a Scale of Adaptive Behavior for Spanish, Portuguese and Cape Verdean students within the bilingual program of the Brockton, Massachusetts Public School System. The test and the Scale was written as two parts of the Brockton Battery: A Special Needs Assesment for Bilingual Students and will allow the Special Education Department of the Brockton Public Schools to meet state and federal guidelines for the assessment of bilingual students.

The Tests of Reading Abilities contains fifteen subtests, each of which reflects one of the traditional underlying factors of reading achievement. The major hypothesis upon which this test was constructed stated that readiness abilities for reading are universal skills applying to English, Spanish and Portuguese/Crioulo equally. Statistical data was presented to defend the hypothesis.

Data relating to two studies investigating the reliability of the instrument has been presented. Although the sample size (N = 55) restricts the findings to the local population, reliability coefficients of .89 (Spanish version) and .91 (Crioulo version) support the use of the tests in a much larger,more comprehensive, study. Both internal consistency and standard error of measurement were considered.

Information relating to the validity of the instrument was presented around the topics of construct, content, concurrent and predictive validity. Results show that the instrument reflects the general consensus of authorities in reading. Applying these constructs to Spanish, Portuguese and Crioulo is a new approach but one which has been supported by correlational studies using this data between readiness abilities in the

the primary language, reading achievement in the native language, reading achievement in the native language (for Spanish students) and reading achievement in English (all students).

The preliminary findings reported in this article support several conclusions. First, the instrument has sufficient reliability and validity to be used with a local population. Furthermore, it could also be used as part of a larger study meant to extend the findings to a larger group. Secondly, the results show that readiness abilities are universal skills which, if possessed through the native language, also tend to be possessed in English. This would suggest that bilingual programs should omit the readiness portion of English reading programs and proceed immediately to the development of sight vocabulary and comprehension skills with the majority of first graders in their program. This instrument could be used to assess which entering first grade students need additional instruction around readiness skills and which students should be referred immediately for a complete special needs assessment. In this way instructional time would become more meaningful and efficient.

The Scales of Adaptive Behavior, available in English, Spanish, Portugueses and Crioulo translations, are used to quantify non-school behavior and levels of functioning. The history of the Scale's development as well as the revision process has been presented. In addition, a series of statistical procedures used in establishing the reliability of each item as well as a factor analysis has been mentioned. Further validation of these Scales will have to await results from a much larger sample and will be published at a later time.

APPENDIX

Part I - Statistical Tables

Part II - Directions for Administration

The Tests of Reading Readiness

The Predictive Index

Cape Verdean and Portuguese Version

Spanish Version

Part III - The Scales of Adaptive Behavior

English version

Spanish version

Portuguese version

Cape Verdean version

The Scoring Sheet

PART I

STATISTICAL TABLES

TABLE 1	Tests of Reading Abilities (Subtest Reliabilities)
TABLE 2	Tests of Reading Abilities Mean Scores and Standard Deviations
TABLE 3	Tests of Reading Abilities Standard Errors of Measurement
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TABLE 6	Table of Intercorrelations - Hispanic
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TABLE 1

Tests of Reading Abilities (Spanish and Crioulo)

Sub-test Reliabilities

Sub-test	Spanish (N=19)	Crioulo (N = 36)
Pencil Use/Name Writing	.69	.86
VisDiscLetters	.75	.73
Letter Reversals	.61	.68
SeqLetterReversals	.82	.83
VisDiscWords	.75	.93
Categorization	.63	.91
Letter Names	.92	+
Letter Sounds	.53	+
Letter Recognition		.95
AudDiscWords	.65	.59
Rhyming	.72	.88
MinSoundPairs	.89	.63
AudDiscInSounds	.80	.98
IdenInSounds	.74	+
MatchInSounds	.71	.71
AudDiscInSounds	.61	.92
IdenInSounds	.61	.92
IdenEnd Sounds	.90	+
MatchBlends	.86	.94

+ =cases where no valid scores could be obtained

TABLE 2

Tests of Reading Abilities (Spanish and Crioulo)

Mean scores and Standard Deviations

Sub-test	Spanish		Crioulo	
	Mean	S.D.	Mean	S.D.
Pencil Use/	6.6	1.8	7.8	1.4
VisDiscLetters	9.9	.2	9.6	.2
LetterReversals	8.6	1.8	7.7	1.7
SeqLetterRev.	4.6	3.7	2.5	3.3
VisDiscWords	7.8	2.6	6.0	5.5
Categories	3.5	2.3	2.0	2.1
LetterNames	11.9	1.1	19.8	16.7
LetterSounds	7.8	3.5	- -	- -
Writing Syllables	2.2	3.4	0	0
AudDiscWords	12.6	13.5	8.6	2.8
Rhyming	2.6	2.6	1.9	2.8
MinSoundPairs	28.2	10.5	7	3.9
AudDiscInSounds	4.8	3.5	.9	2.5
IdenInSounds	1.3	3.5	0	0
MatchInSounds	3.9	3.9	7	3.8
AudDiscEndSounds	.2	.57	.8	5.3
IdenEndSounds	.1	.01	0	0
AudMatchBlends	5.1	1.75	3.4	7.3

TABLE 3

Tests of Reading Abilities (Spanish and Crioulo)

Standard Errors of Measurement

Sub-test	Spanish	Crioulo
Pencil Use/Name Writing	.52	.23
VisDiscLetters	+	.20
LetterReversals	.52	.28
SeqLetterReversals	1.10	.55
VisDiscWords	.75	.92
Categories	.66	.34
Letter Names	.31	2.70
Letter Sounds	1.85	+
Writing Syllables	.99	+
AudDiscWords	3.90	.29
MinSoundPairs	3.05	.32
Rhyming	.75	.47
AudDiscInSounds	1.02	.42
AudMatchInSounds	1.10	.65
AudDiscEndSounds	.17	.89
IdenEndSounds	.01	+
AudMatchBlends	.49	1.21

+ = no scores obtained

TABLE 4

Holt/Brockton Battery Subtest Intercorrelations

Brockton Battery	Holt Mastery Tests: Classification	Rhyming	Initial Consonants	VisDiscLetters	VisDiscWords
Categories	.64				
Rhyming		.87			
Initial Consonants			.79		
VisDiscLetters				.27+	
VisDiscWords					.94

+ this lower order correlation for the VisDiscLetters subtests results from the skewed nature of the raw scores. A non-parametric statistic should be used in this case.

TABLE 5

Subtests compared	t ratio
Categories/Classification	3.73 **
Rhyming/Rhyming	.707
Init Con/ Init Con	.372
VisDiscLetters/VisDiscLetters	6.21+
VisDiscWords	.553

+ the skewed nature of the raw scores for both subtests of Visual Discrimination for Letters probably renders these parametric statistics invalid.

** $p < .01$

TABLE 6

TABLE OF INTERCORRELATIONS
THE LEXICON BATTERY
Reading Tests / Language Tests
- Subtests -

	B.B. I	B.B. II	Tchr Rating	Holt	Pix Naming	Recep Lang	Sent Rep.	Elicited Speech	TOTAL LANG	ZdiffVocab	Pencil Use	VisDiscLetters	Letter Rev	SeqLetRev	VisualWords	Categ.	Letter Names	Letter Sounds	Writing Syll.	AudDiscWords	Rhyming	Min. Sound Pairs	Aud. Disc. In. Sounds	Ident/In. Sounds	Aud. Match	Aud Disc/InitSounds	Aud. Matching Blends	Ident/Ending Sounds
B.B.I	---	.69	.72	.70	.59	.58	.67	.46	.55	.79	.78	.45	.60	.45	.60	.80	.72	.69	.70	.68	.82	.85	.71	.74	.74	.68	.55	.49
B.B.II	.69	---	.66	.77	.49	.71	.65	.53	.91	.97	.80	.56	.76	.82	.61	.81	.72	.81	.84	.58	.21	.54	.63	.71	.64	.65	.64	.69
Tchr Rating	.72	.66	---	.84	.27	.60	.36	.09	.64																			
Holt	.70	.77	.84	---	.46	.56	.63	.32	.55	.36	.76	.35	.80	.47	.71	.80	.65	.89	.72	.91	.80	.53	.71	.72	.73	.66	.55	.67
Pix Naming	.59	.49	.27	.46	---	.71	.67	.36	.93	.93	.64	.43	.47	.79	.66	.64	.59	.56	.41	.62	.60	.54	.33	.35	.45	.40	.57	.39
Recep. Lang.	.58	.71	.59	.56	.71	---	.65	.73	.87	.76	.60	.53	.47	.72	.98	.68	.56	.59	.46	.69	.67	.55	.42	.50	.50	.62	.61	.43
Sent. Rep.	.67	.65	.36	.63	.67	.65	---	.43	.79	.75	.65	.31	.74	.75	.88	.76	.64	.69	.68	.59	.71	.67	.59	.67	.59	.46	.47	.61
Elicited Sp.	.46	.53	.09	.32	.36	.73	.43	---	.39	.89	.67	.64	.61	.61	.70	.83	.73	.65	.64	.47	.50	.56	.45	.56	.45	.48	.47	.70
TOTAL LANG	.55	.91	.64	.55	.93	.87	.79	.37	.87	.84	.88	.55	.82	.83	.65	.80	.60	.51	.63	.63	.83	.49	.34	.42	.50	.44	.43	.64
Zdiff. Vocab	.79	.97		.36	.93	.76	.75	.89																				
Pencil Use	.78	.80		.76	.64	.60	.55	.64	.84	.99	---	.46	.84	.73	.66	.85	.67	.86	.83	.80	.33	.59	.63	.60	.85	.34	.66	.64
VisualLett.	.45	.56		.35	.43	.53	.91	.26	.66		.46	---																
Letter Rev.	.60	.76		.80	.47	.47	.74	.61	.55		.84		---	.80	.76	.84	.58	.66	.67	.39	.73	.67	.61	.68	.64	.51	.61	.79
SeqLetRev	.45	.82		.47	.79	.72	.75	.70	.82		.73		.80	---	.84	.83	.79	.65	.54	.74	.73	.77	.77	.56	.63	.34	.34	.83
VisualWords	.60	.81		.71	.66	.98	.88	.63	.83		.66		.76	.84	---	.79	.65	.54	.59	.71	.77	.73	.59	.63	.59	.46	.77	.46
Categ.	.80	.81		.80	.64	.68	.76	.73	.65		.85	.50	.84	.83	.79	---	.97	.84	.74	.76	.89	.46	.53	.61	.95	.64	.80	.61
Letter Names	.72	.72		.65	.50	.56	.64	.65	.60		.67		.58	.79	.65	.97	---	.85	.48	.79	.77	.67	.61	.67	.72	.53	.52	.77
Lett. Sounds	.69	.82		.89	.56	.59	.69	.64	.60		.86		.86	.65	.54	.84	.85	---	.47	.73	.92	.63	.68	.82	.93	.77	.77	.81
Writ. Syll.	.79	.84		.72	.41	.46	.68	.47	.81		.88		.67	.54	.59	.74	.48	.47	---	.84	.74	.41	.67	.91	.80	.82	.63	.84
Aud Disc Words	.80	.58		.91	.62	.69	.59	.50	.63		.80		.39	.74	.71	.76	.70	.73	.84	---	.80	.87	.72	.62	.58	.53	.46	.72
Rhyming	.82	.21		.80	.60	.67	.71	.56	.63		.38		.78	.73	.77	.89*	.77	.92	.76	.80	---	.81	.75	.76	.91	.80	.76	.79
Min. Sound Prs	.85	.54		.83	.54	.55	.67	.45	.49		.59		.67	.77	.73	.46	.67	.63	.41	.87	.81	---	.63	.48	.42	.27	.47	.26
Aud Disc.	.71	.61		.71	.33	.42	.50	.36	.34		.63		.61	.77	.59	.53	.61	.68	.67	.72	.75	.63	---	.67	.60	.59	.42	.58
Ident. of Initial Sounds	.74	.71		.72	.35	.50	.67	.45	.42		.60		.63	.56	.63	.81	.67	.82	.91	.62	.76	.45	.67	---	.79	.85	.76	.75
Init. Sounds Auditory/ Matching Auditd	.74	.66		.66	.40	.62	.45	.28	.44		.34		.84	.63	.59	.95	.72	.95	.80	.56	.91	.42	.60	.79	---	.76	.81	.70
Ending Sounds Aud. Match	.62	.66		.66	.40	.62	.48	.28	.44		.34		.51	.34	.46	.64	.53	.77	.82	.53	.80	.27	.59	.85	.76	---	.45	.93
Blends Ident. of Ending Sounds	.65	.61		.65	.57	.61	.67	.70	.43		.68		.61	.34	.77	.80	.52	.77	.83	.46	.76	.47	.42	.76	.81	.45	---	.44
	.49	.69		.67	.39	.43	.31	.70	.64		.64		.79	.85	.46	.61	.77	.81	.84	.72	.79	.26	.58	.75	.70	.98	.44	---

TABLE 7
TABLE OF INTERCORRELATIONS
THE BROCKTON BATTERY
(Cape Verdean Version)
Reading Tests/ Language Tests
- Subtests -

	B.B.I	Holt	Pencil Use	VisDiscLetters	Letter Rev.	SeqLetter Rev	VisDiscWords	Categorization	Letter Recog.	AudDiscWords	Rhyming	MinSoundPairs	AudDiscInSounds	MatchInSounds	AudDiscEndSounds	AudMatch-Blends	Pix Naming	Rec. Lang	Sent Rep.	Lang Total
B.B.I	-	.72	.74	.56	.80	.81	.57	.72	.94	.75	.57	.83	.36	.81	.31	.73	.67	.66	.56	.65
Holt	.72	- -	.56	.73	.87	.86	.43	.79	.69	.59	.71	.79	.51	.79	.79	.69	.57	.79	.69	.43
Pencil Use	.74	.96	- - -	.56	.76	.71	..53	.66	.76	.60	.61	.60.	.41	.69	.69	.70	.60	.60	.51	.67
VisDiscLetters	.56	.73	.56	- - -	.93	.73	.77	.57	.79	.76	.48	.74	.42	.71	.71	.65	.46	.55	.65	.66
Letter Rev;	.80	.87	.76	.93	---	.84	.93	.71	.80	.75	.62	.72	.50	.85	.85	.83	.45	.33	.75	.49
SeqLetter.Rev	.81	.86	.71	.73	.84	---	.59	.80	.80	.60	.65	.76	.67	.95	.95	.65	.92	.47	.92	.51
VisDiscWords	.57	.43	.53	.77	.93	.59	---	.81	.71	.41	.60	.56	.65	.70	.70	.68	.46	.39	.85	.60
Categorization	.72	.79	.66	.57	.71	.80	.81	---	.75	.56	.80	.83	.63	.76	.76	.78	.72	.68	.69	.55
Letter Recognition	.94	.69	.76	.79	.80	.80	.71	.75	---	.64	.88	.77	.76	.76	.75	.73	.63	.74	.61	.51
AudDiscWords	.75	.59	.60	.76	.75	.60	.41	.56	.61	---	.51	.92	.40	.65	.47	.56	.57	.78	.79	.44
Rhyming	.57	.71	.61	.48	.62	.65	.60	.80	.88	.51	---	.68	.50	.61	.40	.75	.76	.75	.72	.57
MinSoundPairs	.83	.79	.60	.74	.72	.76	.56	.83	.77	.92	.68	---	.59	.44	.50	.62	.68	.62	.55	.55
AudDiscInSounds	.36	.51	.41	.42	.50	.67	.65	.63	.76	.40	.50	.59	---	.42	.76	.68	.51	.54	.40	.36
MatchInSounds	.81	.79	.69	.71	.85	.95	.70	.76	.75	.65	.61	.44	.42	---	.65	.64	.68	.66	.68	.51
AudDiscEndSounds	.81	.84	.46	.37	.62	.70	.59	.58	.59	.41	.40	.50	.76	.65	---	.63	.47	.51	.40	.35
AudMatch Blends	.73	.69	.70	.65	.83	.65	.68	.78	.73	.58	.75	.62	.63	.84	.63	---	.63	.66	.63	.42
Pix Naming	.67	.57	.60	.46	.45	.92	.46	.72	.63	.57	.76	.88	.51	.68	.47	.63	---	.66	.91	.54
Rec. Lang.	.66	.79	.60	.55	.83	.47	.39	.68	.74	.48	.75	.62	.54	.66	.51	.66	.66	---	.65	.51
Sent. Rep.	.56	.69	.51	.65	.75	.92	.65	.69	.61	.79	.72	.55	.40	.68	.40	.63	.91	.65	---	.50
Lang. Total	.65	.43	.67	.66	.49	.51	.60	.55	.51	.44	.57	.55	.36	.51	.35	.42	.54	.51	.50	---

TABLE 8

TABLE OF CORRELATIONS

Spanish Population

Sub-test	Brockton Battery I (Spanish)	Holt Level Two Test (English)
TOTAL LANGUAGE SCORE	.91	.55
Picture Naming	.49	.48
Receptive Language	.71	.56
Sentence Repetition	.85	.63
Elicited Speech	.53	- - -
TOTAL BBI SCORE	.69	.70
Pencil Use	.30	.76
VisDiscLetters	.56	- - -
Letter Reversals	.76	.80
SeqLetter Reversals	.82	- - -
VisDiscWords	.81	.71
Categorization	.81	.80
Letter Names	.72	.65
Letter Sounds	.81	.89
Writing Syllables	.84	.72
AudDiscWords	.58	.91
Minimal Sound Pairs	.54	.53
DiscInitial Sounds	.63	.71
Ident/InitSounds	.63	.71
Match.Initial Sounds	.84	.73
Disc. End. Sounds	.66	.68
Ident/Ending Sounds		
Disc. - Blends	.64	.55

TABLE 9

TABLE OF CORRELATIONS, II

Spanish Population

	Brockton Battery II (Spanish)	Holt Level Two Test (English)
TOTAL LANGUAGE SCORE	.91**	.55*
Picture Naming	.49+	.48+
Receptive Language	.71*	.56*
Sentence Repetition	.85**	.63*
Elicited Speech	.53*	- - -
TOTAL BROCKTON BATTERY I SCORE	.69*	.70*
Pencil Use	.80**	.76**
VisDiscLetters	.56*	.---
Letter Reversals	.76**	.80**
SeqLetterReversals	.82**	---
VisDiscWords	.81**	.71**
Categorization	.81**	.80**
Letter Names	.72**	.65**
Writing Syllables	.84**	.72**
AudDiscWords	.58*	.91*
Minimal Sound Pairs	.54**	.53**
DiscInitSounds	.63**	.71**
Identification/Init.Sounds	.71**	.72**
MatchingInit. Sounds	.84**	.73**
DiscEndSounds	.66**	.68**
Ident/End. Sounds	.89**	.67**
Disc. Blends	.64**	.55**

* = $p < .01$
** = $p < .05$

TABLE 10

Pearson Product-Moment Correlations

	Cape Verdean sample	Hispanic sample	
	CTBS(English)	CTBS(Spanish)	Holt(English)
Total Test	.61**		.48
Pencil Use	.41*		.36
VisDiscLetters	.13		-.05
Letter Reversals	.46*		.15
SeqLetter Reversals	.33*		.04
VisDiscWords	.17		.45
Categories	.17		.23
Letter Recognition	.52**		.--
AudDiscWords	.24		.41
Rhyming Words	.29		.41
MinSoundPairs	.60**		.46
Aud DisIS	0		.46
MatchInitSounds	.06		.35
Match Blends	.41*		.07
Writing	0		0
Letter Names			.35
Letter Sounds			.15

*statistically significant at .05 level of confidence
**statistically significant at .01 level of confidence

PART II

DIRECTIONS FOR ADMINISTRATION

THE TESTS OF READING READINESS

This portion of The Brockton Battery contains fifteen subtests which determine the child's mastery of those skills which have been found to underlie the successful beginning reading experience.

These tests have been written in three languages: Spanish, Crioulo (the language of the Cape Verdean Islands) and Portuguese. The Tests should be administered in the student's primary language. Any other results are invalid.

The Directions for Administration (Part II) have been printed in four language: English, Spanish, Crioulo and Portuguese.

A scoring sheet and student diagnostic profile appear at the end of the test booklet. Raw scores should be converted to percentiles by using the chart provided in this manual. Percentiles should be entered on the student diagnostic profile in order to visually identify areas of student weakness.

The Tests of Reading Abilities

Directions for Administration

TEST I — PENCIL USE AND NAME WRITING

Say to the child:

(English): "Write your name on these lines. (Point) Write both your first and last names."

(Spanish): "Escribe tu nombre y apellido aquí en la linea." (Point)

(Portuguese): "Escreve o teu nome completo nesta linha." (Point)

(Crioulo): "Escrebe bu nomi completo nes linha."

Scoring: See Test Booklet for the number of points to assign to the response.

TEST II — VISUAL DISCRIMINATION FOR LETTERS

Give the child a pencil, place the test booklet in front of him/her and say: (Provide a marker, if necessary.)

(English): "Mark the letter that is just like the letter in the first space." (Point)

(Spanish): "Marca la letra que se ve igual a la letra en el primer espacio." (Point)

(Portuguese): "Marca a letra que é igual ao que ves na primeira coluna." (Point)

(Crioulo): "Marca quel letra que igual quel qui bu stá odjá na primero coluna."

Scoring: Write the number of correct answers (out of ten) on the response sheet. Enter percentile score on the student diagnostic profile.

TEST III LETTER REVERSALS

Give the child a pencil, place the test booklet in front of him/her and provide a marker if necessary.

Say to the child:

(English): "Mark the letters that are just like the letters in the first space." (Point)

(Spanish): "Marca la letra que se ve igual a la letra en el primer espacio." (Point)

(Portuguese): "Marca a letra que é igual ao que vês na primeira coluna." (Point)

(Crioulo): "Marca quel letra qué igual quel qui bu stá odjá na primero coluna." (Point)

Scoring: Write the number of correct responses (out of ten) on the student response sheet. Convert to percentile and enter on the student diagnostic profile.

TEST IV SEQUENCED LETTER REVERSALS

Give the child a pencil, place the test booklet in front of him/her and provide a marker if necessary.

Say to the child:

(English): "Mark the letters that look just like the letters in the first space." (Point)

(Spanish): "Aqui tenemos una cosa diferente. Tienes que marcar todas las palabras que se ven igual al primero. Puede ser que hay más que uno que se ve igual." (Point)

(Portuguese): "Agora aquí é um pouco mais diferente. Tens que marcar todos os outros que são iguais as que estão na primeira coluna. Pode tem mais de que um." (Point)

(Crioulo): "Ligô é um bocadinho diferente. Bu tem qui marcâ tudo ques qui é igual qui bu stá odjá nês primero coluna. Podê tenê más qui um."

TEST V VISUAL DISCRIMINATION FOR WORDS

Give the child a pencil, place the test booklet in front of him/her and provide a marker if necessary.

Say to the child:

(English): "Mark the word which is just like the word in the first space." (Point)

(Spanish): "Ahora no vas a buscar muchas como en la otra página. Solamente, busca una palabra que se ve igual a la primera palabra." (Point)

(Portuguese) "Agora não vais fazer o que fizeste na otra página. Vais escolher somante uma palavra que é igual a primeira." (Point)

(Criculo): "Agô bu que stê bá fazé cu modi nu fazeba antes ne quel otu fodjâ. Bu tê scodjê só um palabra qui é igual quel primero." (Point)

TEST VI CATEGORIZATION

Complete directions are in the test booklet.

Scoring: On the space provided in the test booklet, write the child's exact response. One point is given for each correct answer. The raw score should be entered as a percentile on the student diagnostic profile.

Possible correct answers:

Spanish:

1. colores
2. comida
3. niños, nenes, nombres, gente, hombres, hermanos, personas
4. animales
5. ropa, para ponerse
6. muebles
7. frutas
8. transportación, para montarse para guiar, para viajar, para manejar.

Portuguese:

1. cores
2. nome, homens, pessoas
   irmãos, hapazes
3. comida, alimento
4. animais
5. frutas
6. mobílias
7. para conduzir,
   transportação
8. ropas

Crioulo:

1. cor
2. nomi, homi, dgenti
3. comida
4. animal
5. fruta
6. mobilia
7. pê guiâ
8. ropa

- -

TEST VII LETTER NAMES AND LETTER SOUNDS

Place an unused test booklet in front of the child. Use a marker below the first line.

Say to the child:

(English): "What is the name of this letter?"
(Pointing to the first letter.)
If the response is correct, continue until the child has named all letters. Repeat using capital letters.

If the child responds by giving a letter sound or an incorrect response, cue only once by repeating the directions.

Letter Sounds:

Place the marker below the second row of letters and say to the child:

"What is the sound of this letter?"

Continue pointing to each letter in turn.

Cue only once if an incorrect response is given.
Test each letter name and letter sound.

Letter sounds

Place the marker below the second set of lower case letters and say to the child:

"Diz-me o som desta letra."

If the response is correct, continue with each succeeding letter or groups of letters.

If the response is incorrect, cue only once by saying:

"Diz-me o som desta letra. Esta letra tem o som 'sss.' Diz-me o som desta aqui."
(Point to the second letter and continue as above.)

(Crioulo): Place a marker below the first row of capital letters and say to the child:

"Flan nomi di és letra li."

If the response is correct, continue by pointing to each letter in turn.

If the child gives the sound of the letter, or another incorrect response, repeat the directions, only once, by saying:

"Flan nomi di és letra. Es letra li é 'eli.' Agô bu flan nomi di es :: letra."

Continue until the child has responded to all upper and lower case letters.

Letter sounds:

(Place the marker below the second set of lower case letters and say to the child:)

"Cuzê qui es letra tá frá?"

If the response is correct, continue with each succeeding letter or group of letters.

(Spanish): "Dime el nombre de ésta letra."
(Pointing to the first letter.)
If the response is correct, continue until the child has named all letters.

If the child responds with the letter sound, cue only once by saying:

"Dime el nombre de ésta letra. Ésta letra se llama ele. Ahora dime el nombre de ésta letra."
(Point to the second letter.)

Continue until the child has responded to all upper and lower case letters.

Letter sounds

Place the marker below the second set of lower case letters and say to the child:

"Dime el sonido de ésta letra."
(Point to the first letter.)

If the response is correct, continue with each succeeding letter or groups of letters.

If the response is incorrect, cue only once by saying:

"Dime el sonido de ésta letra. Ésta letra dice 'sss.' Ahora dime el sonido de ésta letra."
(Point to the second letter and continue as above.)

(Portuguese): Place a marker below the first row of capital letters and say to the child:

"Diz-me o nome desta letra."

If the response is correct, continue by pointing to each letter in turn.

If the child gives the letter sound, instead of the letter name, repeat the directions by saying:

"Diz-me o nome desta letra. Esta letra chama-se 'ele.' Agora diz-me tu o nome desta letra?"
(Point to the second letter.)

Continue until the child has named all lower and upper case letters.

If the child gives the letter name, or another incorrect response, repeat the directions and cue only once by saying:

"Flan som di es letra. Es li ten son di 'sss.' Agô bu flan cuzê qui es ligô tá frâ."

If the response is correct, continue with each succeeding letter or group of letters.

Scoring: Circle any incorrect response.
Write the number of correct responses at the end of each row. Total and enter the raw score on the student response sheet.
Convert to percentile and enter on the student diagnostic profile.

TEST VII: WRITING SYLLABLES FROM DICTATION

Give the child a pencil and place the test booklet in front of him/her.

Say to the child:

(English): "Listen carefully and write the words that I say to you. Here is where you will write them." (Point to the spaces in the booklet.)

(Spanish): "Voy a decirte unas palabras simples. Quiero que tu escribas éstas palabras aquí." (Point to the spaces in the booklet."

1. pa	6. lluvia	11. águila
2. mi	7. falta	12. circo
3. en	8. lámpara	13. gente
4. rota	9. queso	14. chino
5. maleta	10. carro	15. trueño
		16. plancha

(Portuguese): "Agora vamos fazer um poqueno ditado. Vou-te ditar umas silabas e quero que escrevas estas silabas aqui."

1. pa	6. maleta	11. senhora
2. mi	7. falta	12. fêmea
3. tu	8. licão	13. jarro
4. rato	9. gente	14. filho
5. chinelo	10. água	15. branco
		16. floresta

TEST VIII AUDITORY DISCRIMINATION FOR WORDS

Position the child with his/her back to you. He/She must not be able to see your mouth.

Say to the child:

(English): "Listen to these words. Are they the same or different?"

(Spanish): "Voy a decirte dos palabras. A veces te digo la misma palabra dos veces. Y a veces te digo dos palabras diferentes. Escúchame con cuidado. Ahora te digo dos palabras. Tu me dirás si es la misma palabra dos veces o si son diferentes."

Use these three pairs as demonstration:

1. piso - piso
2. mata - mapa
3. piña - pino

If the child answers all three demonstrations correctly, go on to test item 1. If the child answers incorrectly, repeat demonstration with new examples only once. Discontinue test if failure continues to occur.

(Portuguese): "De cada-vez vou-te dizer duas palavras. As vezes repito a mesma palavra duas vezes. Outras vezes dir-te-ei duas palavras diferentes. Agora vou dizer-te duas palavras. Tu me diras se sao a mesma palavra ou são diferentes."

Use these three pairs as demonstration:

1. teto - mesa
2. uma - uma
3. dado - pato

If the child answers all three demonstrations correctly, go on to test item 1. If the child answers incorrectly, repeat demonstration with new examples, only once. Discontinue test if failure continues to occur.

(Criculo): "An stá bá repiti, as bes, mesmo palabra dos bes. Oto bes, an ta flalo dos palavra diferente. An stá bá flalo dos palavra. Bu ta flan si és é igual diferente."

Use the three pairs included in the Portuguese section as demonstration and continue as instructed.

- -

TEST IX RHYMING WORDS

Explain to the child:

(English). "Here are some words which rhyme. They rhyme because they end with the same sound. For example, mesa and pesa: they rhyme because they end with the sound of "a."

"Listen to these words: "Tapa and Mapa." Do they rhyme? Do they end with the smae sound?"

If the child responds correctly and seems to understand the directions, go on to test item 1 (the first row of words) and say:

"In this row are four words. Two of them rhyme. We are going to try to find them. Which of the words rhyme with "pato?" Is it "paio?" Is it 'pato?' Is it 'mato?' ....or is it 'lua?'

If the child responds correctly, continue down the rows as above. You read the words for the child. At the first incorrect response, cue only once by saying:

"Sala ends with the sound "a.' Pala is the other words which ends with the sound 'a.' Use this cue only once before discontinuing the test.

(Spanish): "Cuando las palabras riman, terminan iguales. Por ejemplo, 'mesa - pesa' riman porque

las cos terminan igual; terminan con 'esa.'"

"Tratas éstas: tapa y mapa ¿riman o no?"

"Si, porque tapa y mapa terminan con 'apa.'"

If the child responds correctly and seems to understand the directions, go on to the first row of words and say:

"Ahora voy a decirte una palabra y después te digo tres palabras más. Tú tendrás que encontrar la palabra que rima con la primera palabra. Pato. Busca la palabra que rima con pato? ¿Es pie, mato, o luna? La palabra que rima con pato."

If the child responds correctly, continue as above. You will read the words to the child. At the first incorrect response, cue the child as follows:

"Sala termina con 'ala.' Busca la otra palabra que termina con 'ala.'" Use this cue only once.

(Portuguese): "Em primeiro lugar vou-te explicar quando é que dizemos que duas palavras rimam. Dizemos que duas palavras rimam quando terminam com o mesmo som final. Por examplo: mesa - pesa. Riman porque o som final 'esa.' é igual nas duas palavras. Não é verdade? Experimenta tu estas. Tapa - Mapa. Riman ou não? Riman sim porque o som final 'apa' é igual nas duas palavras."

If the child seems to understand the directions and answers correctly, go on to the first row of letters and say:

"Presta atenção. Primeiro digo-te uma palavra e depois dir-te-ei mais três. Quero que me digas qual das últimas rimam com a primeira. Exemplo: 'pato' Qual delas rimam com pato? É paio - mata - lua?

If the child responds correctly, continue as above.

At the first incorrect response, cue the child only once by saying:

"Sala termina com 'ala.'" Use this cue only once.

(Crioulo): "Primero di tudo, antes qui nu comecá, an stá bá flabo cusé quê rima. Nu ta flá cumá dos palabra tá rimá tô qui ses som na fim é igual. Um exemplo: 'Mesa - pesa' Es dos palabra tá rimá pamó nu ta atcha som 'esa' na es tudo dos. Bu perceœbe? Agó esprimenta este. "Tapa - mapa' Es tá rimá o nãó? Es tá rimá pamó es tudo dos tá termina cu som 'apa.'"

If the child seems to understand the directions and answers correctly, go on to the first row of words and say to the child:

"Presta tencan. An stá bá flabo um palabra. Dipós an tá flabo mas tres. An crê pá bu flan calé di ques tres ultimo quin flabo tá rimá cu quel primero. Um exemplo: Pato. Calé desi tá rima cu 'pato.' E paio - mato - lua?"

If the child responds correctly, continue as above. At the first incorrect response, cue the child once by saying:

"Sala tá termina cu som 'ala.' atcha um oto qui tá termina cu 'ala.' Use this cue only once.

Scoring: The number of correct responses (out of ten) should be entered on the student response sheet. The corresponding percentile should be entered on the student diagnostic profile.

Note: Discontinue testing after three consecutive failures.

TEST X - MINIMAL SOUND PAIRS

Position the child with his/her back to you. Say to the child:

(English): "You are going to listen to some words. I will say them two at a time. You are to tell me if the two words that I say are the same or different."

(Spanish): "Te voy a decir dos palabras en inglés. Escúchame con mucho cuidado y dime si te digo la misma palabra dos veces, o dos palabras diferentes. Cada vez, quiero que me digas si las dos son iguales o diferentes."

(Portuguese): "Vou-te dizer duas palavras em inglês. Escuta com atenção. Quero que me digas se repeti a mesma palavra ou não. Cada vez quiero que me digas se elas são iguais ou diferente."

(Crioulo): "An stá ba flabo uns palabras na inglês. An crê pá bu flan sin repiti mesmo palabra o não. An tá flabo esi dos a dos. An crê pá bu flan si esi é igual o diferente."

Scoring: Circle all incorrect answers. Write the number of correct responses out of 25 on the student response sheet. Use the percentile chart to convert the raw score to a percentile which you should then enter on the student diagnostic profile.

TEST XI -- AUDITORY DISCRIMINATION FOR INITIAL SOUNDS

Directions: Say to the child:

(English): "You are going to listen to two words. I want you to tell me whether they begin with the same sound, or not.

"If I say 'mano - mesa.' These two words begin with the same sound. They begin with the sound "mmmmm."

"Try these words: 'sol - silla.' Do they begin with the same sound or not?"

"What sound do they begin with?" (sss)

If the child answers incorrectly, continue with the following cue:

"With what sound does 'sano' begin? Sand begins with the ssss sound.
"With what sound does 'silla' begin? It begins with the same sound. (sss) They both begin with ssss.

"How about these two words? 'Lall - bat?'

"Do they begin with the same sound, or not?

If at this point the child continues to answer incorrectly, discontinue the test.

(Spanish): "Voy a decirte dos palabras. Y tú me vas a decir si las dos empiezan con el mismo sonido o no.

"Cuando digo 'mano - mesa' Éstas dos palabras empiezan con el mismo sonido, empiezan con mmmm.

"Ahora éstas: 'sol - silla' ¿Empiezan con el mismo sonido o no?

If the child says 'yes,' say:

"¿Con qué empiezan? (Then continue with test item 1.)

If the child answers incorrectly, continue with the following cue:

"¿Con qué empieza sol? Sol empieza con 'sss.' ¿Con qué empieza silla?

"También, silla empieza con 'sss.' Entonces sol y silla empiezan con 'sss.'

"Ahora tratas éstas: 'bate - bola.' ¿empiezan con el mismo sonido o no?

"¿Con qué sonido empiezan bola y bate?

If at this point the child continues to respond incorrectly, discontinue testing.

(Portuguese): "Vou-te dizer agora duas palavras. Quero que me digas se elas começam com o mesmo som ou se começam com diferente som.

"Se eu te disser: 'mão - mesa.' Estas palavras começam com o mesmo som 'mmm'."

"Experimenta estas: 'sapato - salade.' Começam com o mesmo som ou não?

If the child says 'yes,' ask:

"Com que começam? (Then continue with test item 1.)

(If the child answers incorrectly, continue with the following cue:)

"A palavra 'sol' começa com o som 'sss.' Qual é o som da primeira letra da palavra 'sapo?' Também sapo começa com o mesmo som 'sss.' Como vês ambas começam com o mesmo som 'sss.'

"Agora experimenta estas: 'bota - bola.'

"Uma vez mais. Começam com o mesmo som ou não? Com que começam?

If at this point the child continues to respond incorrectly, discontinue the test.

(Crioulo): "Ago an stá ba fla̧bo uns palavras. An cré pa bu flan si es tá começá cu mesmo som ou diferente som. Exemplo: 'mon - mesa.'

"Ques palavras li tá começá cu mesmo som 'mon.'

"Spromenta ques li: 'casa - comida.' Es tá começa cu mesmo som o não? Cu qui som ós ta começá.?

If the child has answered correctly, continue with test item 1.

If the child has answered incorrectly, continue with the following cue:

"Cu qui som qui casa ta começa? El tá cumeça cu 'kk.' E cu qui som qui 'comida' ta cumeca? Cumá bu stá odja 'casa - comida.' tá cumeçá cu mesmo som 'kk.' Agó bu spromenta esti: 'bola - bota.'

"Es tá começá cu mesmo som ou não? Cu qui som qui es te começa 'bola - bota.?'

If at this point the child continues to answer incorrectly, discontinue testing.

Scoring: Circle the incorrect answers and write in the number of correct answers on the student response sheet. Convert the raw score to a percentile and enter on the student diagnostic profile.
If the student gives the first syllable instead of the first sound, count it correct only if the two words begin with the same first syllable (llave,llanta, ...ll, carteiro, casaco...ca..)

TEST XII - IDENTIFICATION OF INITIAL SOUNDS

DIRECTIONS: Say to the child:

(English): "What what sound does 'apple' begin?

If the child responds correctly, say:

"Can you give me anotner word that begins like apple?

After the child gives the correct response, say:

"Bottle. Give me another word that begins like 'bottle'."

"With what letter do they both begin?"

Continue in this fashion until the child gives the first incorrect response, then cue only once by saying:

"With what does 'apple' begin?"

"Can you give me another word that begins like 'apple.'?"

Discontinue after three consecutive errors.

(Spanish): "¿Con qué empieza amenaza?"

If the child responds correctly, say:

"Dime otra palabra que empieza con 'a'."

After the child gives the correct response, say:

"Bandera. Dime otra palabra(cosa)que empieza como 'bandera'."

"¿Con qué empezaron bandera y _____?" (child's response

Continue in this fashion until the child gives the first oncorrect response, then cue only once by saying:

"¿Con qué empieza _____?" (next item)

"Dime otra palabra que empieza con _____(letter sound)

Discontinue after three consecutive errors.

(Portuguese): "Como começa a palavra 'ameaça?'

If the child responds correctly, say:

"Diz-me uma outra palavra que começa com 'a'."

After the child gives the correct response, say:

"Bandeira. Diz-me uma outra que começa como 'bandeira.'"

Continue in this fashion until the child gives the first incorrect response. Then cue only once by saying:

"Como é começa _____?"

"Diz-me uma outra palavra que começa com _____(Letter sound)."

Discontinue after three consecutive errors.

(Crioulo): "Cuma qui 'ameaça' ta cumeça?"

If the child responds correctly, say:

"Flan um oto palavra qui ta começa cu 'a'."

After the child gives the correct response, say:

"bandera. Fian um oto qui ta cumeça cuma 'bandera'."

"Cuma qui bandera e _____ ta cumeça?"

Continue in this fashion until the child gives the first incorrect response. Then cue only once by saying:

"Cuma qui _____ ta cumeça?"

"Fian um oto qui ta cumeça cu _____ (Letter sound)."

Discontinue after three errors.

TEST XIII - AUDITORY MATCHING OF INITIAL SOUNDS

Directions: Give the child a pencil and place the test booklet in front of him. Place a marker below the first row of pictures and say to the child:

(English): "Sapo. Point to another picture that begins like "sapo." Is it 'flor,' 'perro ,' or 'sol?'" Make an 'X' on the picture that begins like 'sapo.'"

If the child responds incorrectly, repeat the above directions only once before discontinuing the test.

If the child responds correctly, allow the child to continue alone, saying:

"You are going to work alone. If you do not know the name of a picture, ask me and I will tell you."

(Spanish): "Sapo. Búscame el otro dibujo que empieza como 'sapo'." ¿Es 'flor,' 'perro,' o 'sol'? Haz una "X" encima del dibujo que empieza como 'sapo'."

If the child responds incorrectly, repeat the above directions only once before discontinuing the test.

If the child responds correctly, allow the child to continue alone, saying:

"Haz los demás tu solo/a. Si no sabes el nombre de un dibujo preguntame y yo te lo diré."

(Portuguese): "Gelo. Procura um outro desenho que tenha o mesmo som inical como 'gelo'. E 'jarro, 'chaminé,' ou 'estrela'?" Marca no desenho que começa como 'gelo'."

If the child responds incorrectly, repeat the above directions only once before discontinuing the test.

If the child answers correctly, allow the child to continue alone, saying:

"Vais continuar fazendo o mesmo nos restantes. Se por acaso desconheces o nome de algum dos desenhos pergunta - me que te direi."

(Crioulo): "Gelo. Djobé um oto disenho qui ta cumeça cu 'mesmo som na principio qui 'gelo'? E 'jarro,' 'chamine,' 'strela' Marca um X na disenho qui ta cumeça cum 'gelo'."

If the child responds incorrectly, repeat the above directio ns only once before discontinuing the test.

If the child responds correctly, allow the child to continue alone, saying:

"Bu stá bá continua ta faze mesmo cusa até qui nu caba. Si bu ca sabe nomi di algum disenho perguntan e 'n ta flabo."

TEST XIII - AUDITORY MATCHING OF INITIAL SOUNDS (Names of pictures)

(Spanish)

1.	sapo	flor	perro	sol
2.	dos	bicicleta	discos	sortija
3.	lapiz	lámpara	taza	caballo
4.	uvas	pies	uno	olla
5.	reloj	barco	pichón	ratón
6.	pato	pan	reloj	media
7.	bola	manzana	bate	puerco
8.	estrella	arbol	escalera	hueso
9.	oso	almohada	espejuelos	oreja
10.	niño	libro	nueve	bizcocho
11.	chicle	gorro	zapato	chimenea
12.	casa	gorro	conejo	tambor
13.	vela	flor	gallina	vaca
14.	avión	abeja	escuela	ocho
15.	gato	cuatro	gorila	mano
16.	teléfono	dedo	vagón	televisión
17.	iglesia	indio	tijeras	estufa
18.	jabón	elefante	pez	jirafa
19.	muñeca	bebé	mesa	silla
20.	llave	chiringa	lluvia	sombrilla
21.	foca	fuego	vaso	seis

(Portuguese/Crioulo)

1.	gelo	jarro	chaminé	estrela
2.	vela	flor	vinte	pincel
3.	navio	cadeira	amaçã	navalha
4.	pato	boneca	pão	sapato
5.	zebra	zero	quartro	boné
6.	avião	maleta	espingarda	aranha
7.	bola	cão	anel	bicicleta
8.	casa	copo	gafanhoto	chapeu
9.	dois	dedo	escada	porco
10.	folha	pássaro	fósforo	garfo
11.	gato	mensa	saia	galinha
12.	macaco	arvore	mão	colher
13.	lapís	mensa	luvas	didal
14.	indio	pássaro	cavalo	ilha
15.	xícara	pente	chémine	ninho
16.	tambor	tissouro	livro	espingarda
17.	serra	peixe	sol	colher
18.	oculos	cão	bandeira	ovo
19.	relógio	nuvens	rato	camião

TEST XIIIb- AUDITORY DISCRIMINATION FOR ENDING SOUNDS

Directions: Say to the child:

(English): "I am going to read some words to you and you are going to tell me if they end with the same sound. If I say to you -

'Fila - Sopa' Fila ends with 'a' and sopa ends with 'a.' That is why we say that they end with the same sound.

Try these: 'Mano - Palo' Do they end with the same sound?

If the child responds correctly, go on to test item 1, saying:

'Sarten - Pichon' Do they end with the same sound? With what sound do they end?

Discontinue testing after three consecutive errors.

(Spanish): "Te voy a decir dos palabras y quiero que me digas si éstas palabras terminan con el mismo sonido. Si yo te digo -

"Fila - Sopa' Fila termina con a y sopa termina con a. Entonces las dos terminan con el mismo sonido, terminan con 'a.' Tratas éstas: 'Mano - palo' ¿Terminan con el mismo sonido?" Con qué sonido terminan palo y mano?"

If the child responds correctly, go on to test item 1, saying:

'Sartén - Pichón.' ¿Terminan con el mismo sonido? ¿Con qué sonido terminan 'sartén' y pichón'?"

Discontinue testing after three consecutive errors.

(Portuguese): "Vou-te dizer duas palavras de cada vez. Quero que me digas se estas palavras terminam com o mesmo som final ou se terminam com o diferente som. Se por exemplo:

'Fila - sopa' Fila termina com 'a' e sopa tambem termina com 'a.' Ambas as palavras terminam com o mesmo som final 'a.' Não é verdade? Agora experimenta tu estas:

'Mão - Pão' Terminam com o mesmo som? Com que som que terminam 'mão e pão?'

If the child responds correctly, go on to test item 1, saying:

"Mamão - salão.' Terminam mamao e saleo com o mesmo som ou não? Com que som que terminam mamão e salão?"

Discontinue testing after three consecutive errors.

(Crioulo): "An sta ba flabo dos palavra di cada bes. An cre pa bu flan si es ta finda cu omesmo som o si esi te finda cu diferente som. Si an flabo:

'Fila - sopa' Fila ta finda cu 'a' e sopa ta finda tambè cu 'a.' Es tudo dos ta finda cu mesmo som 'a.' E ca berdadi? Ago flan bô:

'Mao - Pao' Es tudo dos ta termina cu omesmo som? Cu qui som qui es tê findâ?

If the child responds correctly, go on to test item 1, saying:

'Mamao - salao' Te finda cu mesmo som ou não? Cu qui som qui es tâ findâ?"

Discontinue testing after three consecutive errors.

TEST XIV - IDENTIFICATION OF ENDING SOUNDS

Directions: Say to the child:

(English): "How does 'mesa' end?"

If the child answers correctly, continue by saying:

"Give me another word that ends with 'a.'
"With what letter does both 'mesa' and '____' end?"

"How does 'ojal' end? Give me another word that ends like 'ojal.'

After the child gives the correct response, continue by saying:

"What what letter does both 'ojal' and '___'end?"

Continue in this fashion until the child gives the first incorrect response. Then, cue only once by saying:

"How does _____end? Give me another word that ends with the same sound."

Discontinue after three consecutive errors.

(Spanish): "¿Con qué termina 'mesa'?"

If the child answers correctly, continue by saying:

"Dime otra palabra que termina con 'a'."

"Ojal. Dime otra palabra que termina como 'ojal'."

After the child gives the correct response, say:

"¿Con qué terminaron 'ojal' y '____'?"(child's response

Continue in this fashion until the child gives the first incorrect response, then cue only once by saying:

"¿Con qué termina '_____'?" (next item)

"Dime otra palabra que termina con '____'"
(Demonstrate letter sound)

(Portuguese): "Com que letra termina a palavra 'mesa'?"

If the child responds correctly, continue by saying:

"Diz-me uma outra palavra que termina com 'a'."

After the child gives the correct response, say:

"Anel. Diz-me uma palavra que termina como 'anel.'"

"Come que termina 'anel' e '____'?"

Continue in this fashion until the child gives the first incorrect response, then cue only once by saying:

"Com que termina '_____'?"

"Diz-me uma outra palavra que termina com '____'."
(Demonstrate letter sound)

Discontinue testing after three consecutive errors.

(Crioulo): "Cu qui letra qui palavra 'mesa' ta finda?"

If the child answers correctly, continue by saying:

"Flan um oto palavra qui ta finda cu 'a'."

"Anel. Flan um oto palavra qui ta finda cuma 'anel'."

(After the child gives the correct response, continue by saying:)

"Cu qui 'anel' e '____.

(Continue in this fashion until the child gives the first incorrect response. Then cue only once saying:

"Cuma qui '____' ta finda?"

"Flan um oto qui ta finda cu '_____' ."
(Demonstrate letter sound.)

TEST XV - AUDITORY MATCHING - CONSONANT BLENDS

Directions: Give the child a test booklet and a pencil. Place a marker below the first row of pictures and say to the child:

(English): "Grillo. Find another picture which begins with the same two sounds as the first picture. Is it 'gato,' reloj,' or 'grua'? Make an X on the picture that begins like 'grillo'."

(Continue as above, naming all pictures for the child.

(Spanish): "Grillo. Búscame el otro dibujo que empieza con los mismos dos sonidos como el primer dibujo. ¿Es 'gato,' 'reloj,' o 'grúa'? Haz una X encima del dibujo que empieza como 'grillo'."

(Continue as above, naming all pictures for the child.

(Spanish picture names)

2.	tren	reloj	tres	tortuga
3.	blusa	bloque	bandera	lámpara
4.	clavo	caballo	libro	cloro
5.	flor	libro	flecha	falda
6.	plato	pluma	pato	lata
7.	cruz	casa	tres	crayola
8.	fruta	familia	fregadero	radio
9.	dragón	dromedario	dos	león
10.	brazo	bate	brocha	ratón
11.	pregunta	precio	peso	trepar

(Portuguese): "Blusa. Procura um otro no desenho que começa com as mesmas duas letra como 'blusa.' É 'lapis,' 'bloco,' o 'bandeira?' Marca com um X no desenho que começa como 'blusa'."

Continue as above, naming all pictures for the child.

(Portuguese picture names)

2.	braço	bota	rato	bricelete
3.	cruz	cruzamento	copo	relogio
4.	flor	folha	flauta	lua
5.	globo	glotis	garfo	lâmpada
6.	planta	pluma	panela	livro
7.	três	tambor	triciclo	ropa
8.	gravata	gaiola	rato	gravador
9.	prato	prego	roda	pé
10.	frasco	familia	frutas	rabo

(Crioulo): "Blusa. Djobé um oto palavra na desenho qui ta comeca cu omesmo dos som na principio cuma blusa ta cumeca. E 'camo,' 'bloco,' o 'rato'? Marca cu um X na disenho qui ta cumeça cuma 'blusa'."

Continue as above, using Portuguese picture names, and naming each picture for the child.

PERCENTILE CONVERSION CHART

Number of items																# Correct
3	6	8	9	10	11	14	15	16	18	19	21	25	28	29	30	
33	17	13	11	10	9	7	7	6	6	5	5	4	3	3	3	1
67	33	25	22	20	18	14	13	13	11	11	10	8	7	7	7	2
100	50	37	33	30	27	21	20	19	17	16	14	12	11	10	10	3
	67	50	44	40	36	29	27	25	22	21	19	16	15	14	13	4
	83	63	55	50	45	36	33	31	28	26	24	20	17	17	17	5
	100	75	67	60	54	43	40	38	33	32	29	24	21	21	20	6
		88	77	70	63	50	47	44	39	37	33	28	25	24	23	7
		100	89	80	72	57	53	50	44	42	38	32	29	28	27	8
			100	90	81	64	60	55	50	47	43	36	32	29	30	9
				100	90	71	67	63	56	53	48	40	36	31	33	10
					100	79	73	69	61	58	52	44	39	38	34	11
						86	80	75	67	63	57	48	43	41	37	12
						93	87	81	72	68	62	52	46	45	33	13
						100	93	88	78	74	67	56	50	48	47	14
							100	93	83	79	71	60	54	52	50	15
								100	89	84	80	64	57	55	53	16
									100	95	86	72	64	62	60	17
										100	90	76	68	66	63	18
											95	80	71	69	67	19
											100	84	75	72	70	20
												100	89	86	83	21
													93	89	87	22
													96	93	90	23
													100	100	93	24

THE BROCKTON BATTERY

A SPECIAL NEEDS ASSESSMENT FOR MINORITY STUDENTS

Tests of Reading Readiness

(Spanish version)

PREDICTIVE INDEX

Student Name _____ Date of Test _____

School _____ Teacher _____

Grade- _____ Examiner _____

SCORING

Subtest	Critical Score	Student Score
Pencil Use/Name Writing	8 or below	_____
Letter Reversals	8 or below	_____
VisDiscWords	6 or below	_____
Letter Names	10 or less	_____
Letter Sounds	5 or less	_____
Minimal Sound Pairs	15 or less	_____
Matching Initial Sounds	13 or less	_____
TOTALS	65 or less	_____

TEST I

Pencil Use and Name Writing Test:

Directions: Ask the child to write his first and last name on the line below.

Observe the child's performance during the task.

My name is:

_____

- -

_____

Scoring:

Pencil Use:

Rating: 0 - shows such severe difficulties with pencil management that he either tears the paper or marks so faintly that the result is not visible.

1 - has considerable difficulty with pencil management

2 - has some trouble with management

3 - uses pencil proficiently.

Writing name:

Rating: 0 - unable to perform at all

1 - forms one correct letter in name correctly

2 - forms more than one letter in name correctly

3 - spells and forms entire first name correctly

4 - first name and first initial of last name

5 - first name correct, last name incorrect (spelling and form)
first name incorrect, last name correct (spelling and form)

6. entire name formed and spelled correctly.

TEST III

LETTER REVERSALS

d	b	d	p
u	u	n	m
B	B	B	d
q	p	d	q
P	P	b	d
g	a	q	g
b	d	p	b
N	M	N	W
V	V	A	W
Z	S	N	Z

SCORE: _____ / 10

TEST IV

SEQUENCED LETTER REVERSALS

al	la	al	al	la
de	de	ed	de	ed
su	su	us	us	su
mi	im	im	mi	mi
sol	los	sol	sol	los
sin	nis	sin	sun	sin
dar	rad	dar	dan	bar
tal	tal	lat	let	tal
por	par	por	rop	por
sed	sid	des	sed	lus

SCORE: ____/10

TEST VII

LETTER RECOGNITION

PART A: LETTER NAMES (Circle incorrect responses)

L H B D A F Q E M P K

I C N R O G J Y Z U X

S T V

---

n o f v r a t d p m y

j e s c b x h i k l z

u g q

PART B: LETTER SOUNDS (Circle incorrect responses)

s r d b z c y m h n a

c d g i k o p t u v x

f l j ãõ oe ç ch nh rr

TEST X

MINIMAL SOUND PAIRS

Directions: Say to the child:

"I will say two words. Listen closely and tell me if they sound the same or different?"

EXAMPLE:

go	big	(different)
lean	lean	(same)

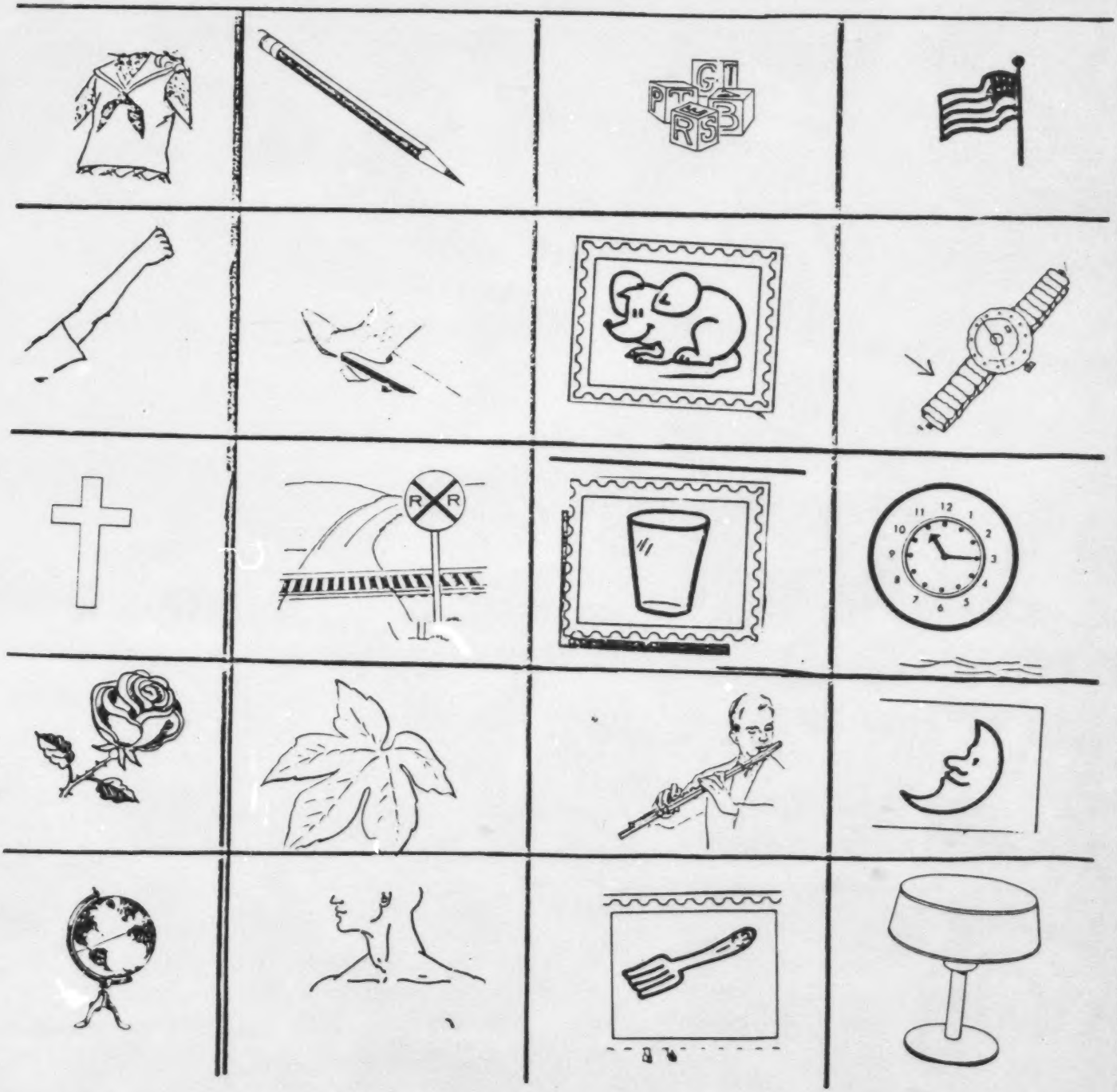
1.	this,	this	____	15.	ship,	chip	____
2.	they,	they	____	16.	his,	hiss	____
3.	bat,	vat	____	17.	wild,	wild	____
4.	estate,	state	____	18.	fit,	feet	____
5.	young,	young	____	19.	wig,	wig	____
6.	yoke,	joke	____	20.	rip.	rib	____
7.	pot,	putt	____	21.	which,	witch	____
8.	rung,	rung	____	22.	fink,	think	____
9.	fin,	fin	____	23.	thank,	sank	____
10.	sat,	set	____	24.	sin,	thin	____
11.	rink,	ring	____	25.	pay,	pain	____
12.	think,	think	____	26.	strive,	strife	____
13.	thirty,	dirty	____				
14.	torn,	thorn	____				

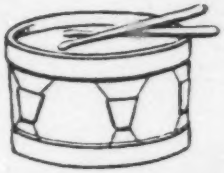
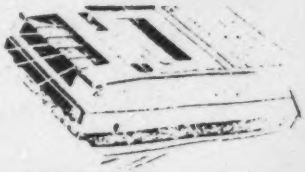
SCORE: _____/26

TEST XV

AUDITORY MATCHING - CONSONANT BLENDS

Directions: Mark the picture that begins with the same blend as the first picture.



3			
			

THE BROCKTON BATTERY:

A SPECIAL NEEDS ASSESSMENT FOR BILINGUAL STUDENTS

TESTS OF READING READINESS

(Cape Verdean and Portuguese Version)

PREDICTIVE INDEX

STUDENT NAME _____ DATE OF TEST _____

SCHOOL _____ GRADE _____ TEACHER _____

EXAMINER: _____

SCORING

Subtest	Critical Score	Student Score
Pencil Use/Name Writing	9	_____
Letter Reversals	8	_____
Sequenced Letter Reversals	6	_____
Minimal Sound Pairs	17	_____
Letter Recognition	40	_____
Auditory Discrimination for Consonant Blends	7	_____
TOTAL	86*	_____

TEST I

Pencil Use and Name Writing Test:

Directions: Ask the child to write his first and last name on the line below.

Observe the child's performance during the task.

My name is:

_____

- -

_____

Scoring:

Pencil Use:

Rating:

0 - shows such severe difficulties with pencil management that he either tears the paper or marks so faintly that the result is not visible.

1 - has considerable difficulty with pencil management

2 - has some trouble with management

3 - uses pencil proficiently.

Writing name:

Rating:

0 - unable to perform at all

1 - forms one correct letter in name correctly

2 - forms more than one letter in name correctly

3 - spells and forms entire first name correctly

4 - first name and first initial of last name

5 - first name correct, last name incorrect (spelling and form)
first name incorrect, last name correct (spelling and form)

6. entire name formed and spelled correctly.

TEST III

LETTER REVERSALS

d	b	d	p
u	u	n	m
B	ꟲ	B	d
q	p	d	q
P	P	b	d
g	ɑ	q	g
b	d	p	b
N	M	N	W
V	V	A	W
Z	S	N	Z

SCORE: _____ / 10

TEST IV

SEQUENCED LETTER REVERSALS

al	la	al	al	la
de	de	ed	de	ed
su	su	us	us	su
mi	im	im	mi	mi
sol	los	sol	sol	los
sin	nis	sin	sun	sin
dor	rod	dor	don	bor
tel	tal	lat	let	tel
bor	oar	oor	rob	bor
sed	sid	des	sed	lus

SCORE: ____/10

TEST VII

LETTER RECOGNITION

PART A: LETTER NAMES (Circle incorrect responses)

L H B D A F Q E M P K

I C N R O G J Y Z U X

S T V

---

n o f v r a t d p m y

j e s c b x h i k l z

u g q

PART B: LETTER SOUNDS (Circle incorrect responses)

s r d b z a y m h n a

c d g i k o p t u v x

f l j ãõ oe ç ch nh rr

TEST X

MINIMAL SOUND PAIRS

Directions: Say to the child:

"I will say two words. Listen closely and tell me if they sound the same or different?"

EXAMPLE:

go	big	(different)
lean	lean	(same)

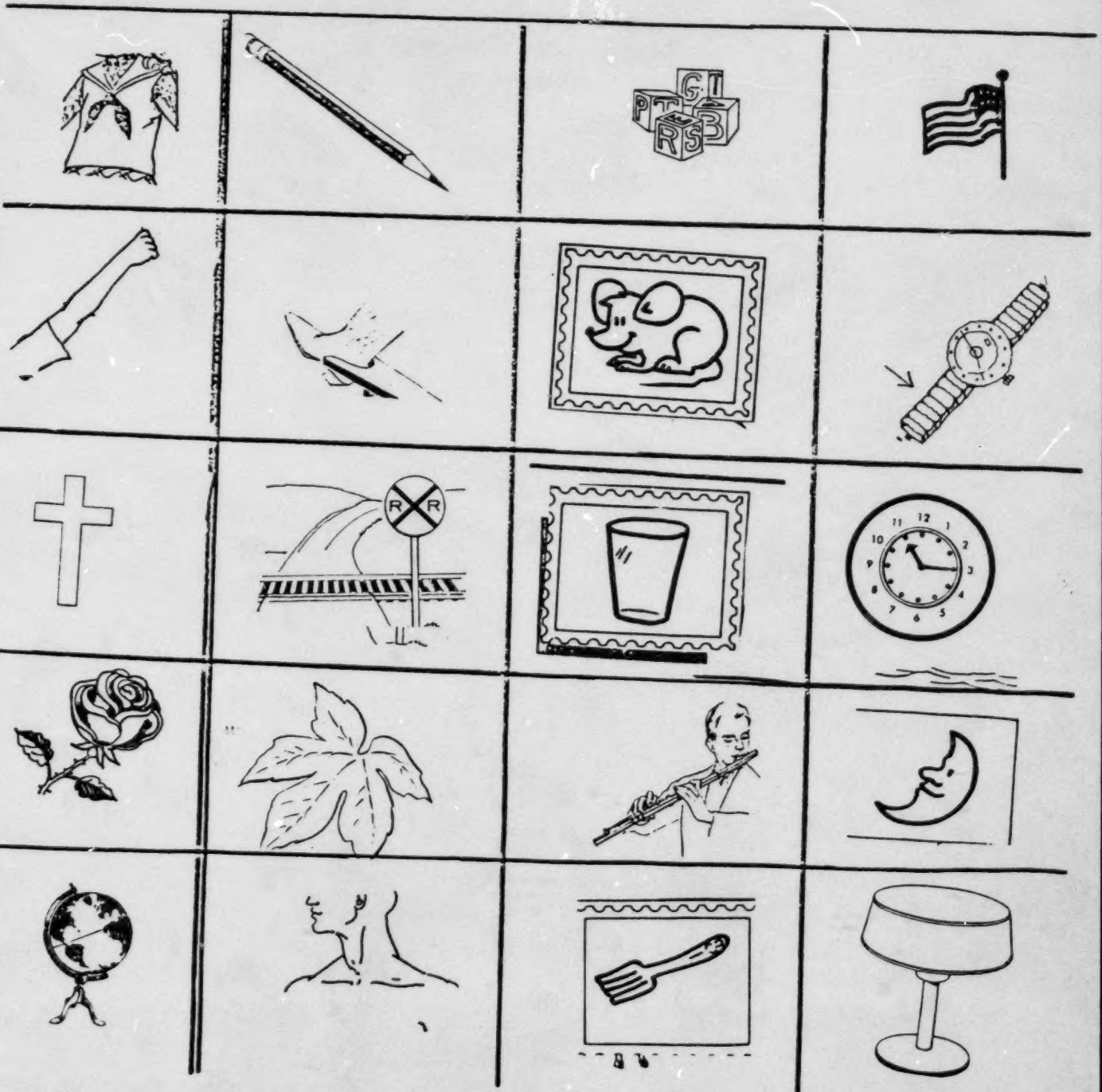
1.	this,	this	____	15.	ship,	chip	____
2.	they,	they	____	16.	his,	hiss	____
3.	bat,	vat	____	17.	wild,	wild	____
4.	estate,	state	____	18.	fit,	feet	____
5.	young,	young	____	19.	wig,	wig	____
6.	yoke,	joke	____	20.	rip.	rib	____
7.	pot,	putt	____	21.	which,	witch	____
8.	rung,	rung	____	22.	fink;	think	____
9.	fin,	fin	____	23.	thank,	sank	____
10.	sat,	set	____	24.	sin,	thin	____
11.	rink,	ring	____	25.	pay,	pain	____
12.	think,	think	____	26.	strive,	strife	____
13.	thirty,	dirty	____				
14.	torn,	thorn	____				

SCORE: _____/26

TEST XV

AUDITORY MATCHING - CONSONANT BLENDS

Directions: Mark the picture that begins with the same blend as the first picture.



3

SCORING SHEET:

NAME: _____ AGE: ____ YEARS ____ MONTHS

SCHOOL _____ GRADE _____

* *

BASAL AGE (in months): _____

ADDED MONTHS (Total) + _____

ADAPTIVITY AGE (in months)= _____

$$\text{ADAPTIVITY QUOTIENT} = \frac{\text{ADAPTIVITY AGE (months)}}{\text{CHRONOLOGICAL AGE (months)}}$$

(multiply answer by 100)

ADAPTIVITY QUOTIENT = _____

THE BROCKTON BATTERY

(A SPECIAL NEEDS ASSESSMENT FOR MINORITY STUDENTS)

THE BROCKTON SCALE OF

ADAPTIVE BEHAVIOR

(revised)

(English Translation)

(Copyright 1980)

BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS

DEPARTMENT OF SPECIAL EDUCATION

BY

Dr. Ken Sennett
Antonio P. Gonsalves, Jr.
Joan Bullock
Victor Ortiz

DIRECTIONS

1. There are four possible responses to the questions. They are: (1) Yes; (2) No; (3) No opportunity; (4) Don't K.

2. Begin questioning at the child's chronological age level.

3. The BASAL LEVEL is that level is which all questions are answered with a "yes" response. This age is to be converted to months by multiplying the year by 12.

4. If the child's chronological age is not his BASAL age, continue questioning backwards until the BASAL age is reached.

5. Continue questioning upwards from the BASAL AGE until the respondant answers "no' to all questions in a particular age level.

6. After 4 "Don't Know" responses have been given, discontinu questioning as the respondant does not know the child well enough. Information will have to be obtained from another source.

7. "No opportunity" is a response to be utilized by the perso administering the scale based on a professional judgement that the child has not performed the task because of special restraints or lack of parental permission, environmental opportunity or occasion.
The "No Opportunity" response will be scored as a "yes" response if the preceding three questions have been answered "yes."
A "No opportunity" response will be scored as a "No" response of the preceding three questions have been answered "no."
If the preceding three questions contain mixed responses, the tester will exercise professional judgement.

3. The CEILING level is that level where all items are answered with a "No" response.

). Give two months credit for each question answered with the "yes" response. No credit for "No" or "Don't Know."

). Each yes response is equal to two months credit which is then added to the BASAL age (in months)

FOURTEEN YEARS OLD:

1. Does _____ ever actively look for a part time job? _____

2. Does _____ buy most clothing without help? _____

3. Does _____ take care of personel hygiene without being reminded? _____

4. Is _____ able to go to a supervised dance or other evening social event and return home at a reasonable time? _____

5. Would _____ be responsible enough to set his/her own hours through discussions with you? _____

6. Does _____ take an active part in church or school organizations, sometimes as a leader? _____

TOTAL: _____

TWO YEAR OLD LEVEL

SM (1) Can _____ name a cup or a chair? _____

RF (2) Does _____ use words to ask for things? _____

SM (3) Can _____ throw or kick a ball? _____

SM (4) Does _____ eat with a spoon? _____

SM (5) Does _____ drink from a cup without help? _____

RF (6) Is _____ able to follow a sirple, one step, direction? (put away your toy, keep away from the stove, etc) _____

Total _____

THREE YEAR OLD LEVEL

SM (1) Does _____ talk in three or four word sentences? _____

SM (2) Does _____ go to the toilet by himself or does he ask to go? _____

SM (3) Does _____ walk up and down stairs by himself?

RF (4) Does _____ask for objects using the correct names for toys, types of food, animals, etc.) _____

RF (5) When given the opportunity, does _____play cooperatively with other children? _____

SM (6) Can _____ wash his hands and face unaided? _____

Total _____

TEN YEARS OLD:

1. Does _____ regularly do errands for family members? _____
2. Is _____ capable of helping around the house by cleaning his/her room, the garage, the kitchen, etc? _____
3. Could _____ provide assistance to a person who is aged or handicapped? _____
4. Can _____ use a pay telephone? _____
5. Would _____ be able to go to a store, make a purchase and return with the correct change? _____
6. Is _____ capable of helping younger children with homework? _____

TOTAL: _____

ELEVEN YEARS OLD:

1. Does _____ know what size clothing or shoes he/she wears? _____
2. Does _____ trade comic books, toys, etc. with friends? _____
3. Does _____ take most of the responsibility for keeping possessions in order? _____
4. Could _____ get around the city by public transportation (BAT bus, MBTA) alone? _____
5. Does _____ show interest in community activities by attending local sports activities or other community activities with a group of friends? _____
6. Could _____ help you at the Hospital, Clinic, etc. by interpreting, answering questions, taking care of younger children, etc., _____

TOTAL: _____

[illegible]:

1. Does _____ often babysit at home for younger children?

2. Is _____ interested in belonging to Scouts, Youth Groups, Clubs, Band, Music or Sports Groups?

3. Does _____ help friends learn how to play a new game, build something, or do something new?

4. Can _____ save money for three months or more toward a special purchase or event?

5. Could you rely on _____ to contact the proper authorities in case of an emergency?

6. Would _____ know how to reach you if you were not at home?

TOTAL:

THIRTEEN YEARS OLD:

1. Could _____ direct a stranger in the city to the nearest hospital or police station?

2. Would _____ call you if he/she were going to be late returning home?

3. Would _____ be able to babysit for several children at a time during the day?

4. Does _____ ever talk about what type work he/she would like to do as an adult?

5. Does _____ discuss community news that has been in the newspaper or on television?

6. Would _____ be capable of going on a supervised overnight trip with one or two friends?

TOTAL:

11. Total the "yes" responses and add to the BASAL months to arrive at "Total Adaptive Age in Months."

12. The child's Adaptivity Quotient is found by dividing the chronological age in months into the Adaptive Age in months and multiplying the resulting number by 100.

13. It is recommended that the Chronological Age, Basal Age Ceiling and Adaptivity Quotient be recorded under Section III A of the SPED 9 form.

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DEPARTMENT OF SPECIAL EDUCATION
BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS 02402

NINE YEARS OLD:

1. Can _____ be trusted not to lose money? _____
2. Does _____ often help neighbors, relatives or family friends? _____
3. Is _____ capable of helping you by taking out the trash, making a bed, or performing other household tasks? _____
4. Does _____ take part in after school activities? (i.e. Community School, Sunday School, etc.) _____
5. Does _____ attend school regularly except when ill? _____
6. Is _____ capable of helping younger children with homework? _____

TOTAL: _____

FOUR YEARS OLD:

1. Is _____ able to follow directions given by an older child? _____
2. Does _____ enjoy listening to stories or being read to? _____
3. Does _____ understand that items he sees in stores cost money? _____
4. When _____ is thirsty, does he/she get a drink without help? _____
5. Does _____ ask questions about what he/she wants to know? _____
6. Does _____ understand how to share? _____

TOTAL: _____

FIVE YEARS OLD:

1. Does _____ change clothes without help? _____
2. Does _____ usually bring in the mail or newspapers, if asked? _____
3. Can _____ feed himself/herself totally without help? _____
4. Can you trust _____ to stay away from dangerous things that he/she has been warned about? _____
5. Does _____ repeat or tell simple stories or nursey rhymes to friends? _____
6. Does _____ know that a nickel will buy more than a penny? _____

TOTAL: _____

SIX YEARS OLD:

1. Would _____ warn younger children away from danger? _____
2. Does _____ usually bring papers and notices home from school without losing them? _____
3. Does _____ remember to give you simple messages which have been left with him? _____
4. Can _____ be counted on to do simple household tasks without being reminded? _____
5. Does _____ underdstand that certain items in stores cost more than others? _____
6. Is _____ able to play cooperatively with friends in his room or yard for up to one hour? _____

TOTAL: _____

SEVEN YEARS OLD:

1. Is _____ able to use a can or bottle opener? _____
2. Does _____ understand that a dime is worth more than a nickel? _____
3. Is _____ able to travel on foot outside the immediate neighborhood when going to school? _____
4. Can you send _____ to the store to buy food items for you? _____
5. Is _____ able to play with a group of friends for one or two hours without quarreling? _____
6. When playing in the neighborhood with friends after school, does _____ usually come home at the time you specify? _____

TOTAL: _____

EIGHT YEARS OLD:

1. Is _____ able to help a younger child get dressed in the morning? _____
2. If you were not at home when _____ came home from school, could he/she stay alone for about an hour? _____
3. Is _____ able to order food in a fast food restaurant? _____
4. Is _____ able to use a telephone in case of emergency? _____
5. Is _____ able to purchase small birthday presents for others by himself/herself? _____
6. Does _____ usually remember to return things which he/she has borrowed? _____

TOTAL: _____

SCORING SHEET:

NAME: _____ AGE: ____YEARS ___MONTHS

SCHOOL: _____ GRADE _____

EXAMINER _____

* *

BASAL AGE (in months): _____

ADDED MONTHS (total) : _____

ADAPTIVITY AGE: _____

ADAPTIVITY QUOTIENT = $\frac{\text{ADAPTIVITY AGE (months)}}{\text{CHRONOLOGICAL AGE (months)}}$

multiply result by 100

ADAPTIVITY QUOTIENT = _____

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If the preceding three questions contain mixed responses, the tester will exercise professional judgement.

3. The CEILING level is that level where all items are answered with a "No" response.

). Give two months credit for each question answered with the "yes" response. No credit for "No" or "Don't Know."

). Each yes response is equal to two months credit which is then added to the BASAL age (in months)

Catarce Años de Edad:

1. ¿Ha buscado _____ alguna vez un trabajo de de pocas horas diarias?

_____

2. ¿Compra _____ casi toda su ropa sin ayuda?

_____

3. ¿Se hace cargo _____ de su higiene personal sin tener que ser recordado?

_____

4. ¿Tiene la capacidad para ir a un baile o evento social en la noche, y regresar a una hora razonable?

_____

5. ¿Es _____ bastante responsable para hacer sus propias horas para discutir con usted en palabras breves?

_____

6. ¿Participa _____ en actividades de la iglesia o escuela, algunas veces haciendo de líder?

_____

Total: _____

Diez Años de Edad:

1. ¿Hace _____ mandados con regularidad para miembros de la familia?

_____

2. ¿Es capaz _____ de ayudar en la casa, lavando la ropa, cociendo o limpiando su cuarto?

_____

3. ¿Puede _____ dar ayuda a una persona que esta lesionada?

_____

4. ¿Puede _____ usar un teléfono público?

_____

5. ¿Puede _____ ir a la tienda, comprarle algo y regresar con el cambio correcto?

_____

6. ¿Es capaz _____ de ayudar a niños menores con las asignaciones?

_____

Total: _____

Once Años de Edad:

1. Sabe _____ el número de zapato o ropa que el/ella usa?

_____

2. Puede _____ mantener sus posesiones en órden?

_____

3. Intercambia _____ libros cómicos, jugetes, etc., con sus amigos?

_____

4. Puede _____ caminar en vehículo de transportación publica por la cuidad?

_____

5. Demuestra _____ interés en atender actividades de la comunidad tales como deporte o otras actividades con sus amigos?

_____

6. Puede _____ ayudarle en el hospital, clinicia, etc., contestando preguntas interpretando o cuidando niños menores?

_____

Total: _____

11. Total the "yes" responses and add to the BASAL months to arrive at "Total Adaptive Age in Months."

12. The child's Adaptivity Quotient is found by dividing the chronological age in months into the Adaptive Age in months and multiplying the resulting number by 100.

13. It is recommended that the Chronological Age, Basal Age, Ceiling and Adaptivity Quotient be recorded under Section III A of the SPED 9 form.

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DEPARTMENT OF SPECIAL EDUCATION
BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS 02402

Dos Años de edad:

1. ¿Puede _____ nombrar una taza o una silla? _____
2. ¿Puede _____ usar palabras para pedir una cosa? _____
3. ¿Puede _____ tirar o patear una bola? _____
4. ¿Usa _____ una cuchara para comer? _____
5. ¿Es capaz _____ de sequir una instruccion simple (ej. Guarde sus juguetes no toque la estufa, etc.) _____
6. ¿Es capaz _____ de tomar de una taza sin ayuda? _____

Total: _____

Tres Años de edad:

1. ¿Habla _____ en oraciones de tres o cuatro palabras? _____
2. ¿Puede _____ ir al baño solo o le pide ayuda a usted? _____
3. ¿Puede _____ subir y bajar las escaleras sin ayuda? _____
4. ¿Puede _____ pedir una cosa usando el nombre correcto por juguetes, clases de comida, animales, etc. _____
5. ¿Cuando se le da la oportunidad puede _____ jugar cooperatiramente con otros niños? _____
6. ¿Puede _____ lavarse las manos y la cara sin ayuda.

Total: _____

Doce Años de Edad:

1. ¿Puede _____ cuidar niños mas pequeños? _____
2. ¿Pertenece _____ a los niños(a) escuchas, grupos de jovenes, bandas o grupo musical, grupo de deportes? _____
3. ¿Le puede _____ ensenar a algún hermano menor, hermana familiar o vecino a jugar algún juego nuevo, construir algo o hacer algo nuevo? _____
4. ¿Hace _____ planes para ahorrar dinero por cierto periodo de meses para comprar regalos para navidad o cumpleaños? _____
5. ¿Puede _____ realmente hacer contacto con las autoridades apropiadas en una emergencia?
6. ¿Sabria _____ como comunicarse con usted, si usted no se encuentra en su casa? _____

Total: _____

Trece Años de Edad:

1. ¿Puede _____ decirle a un extrano como llegar al hospital mas cercano o estacion de policia? _____
2. ¿Le llamaria _____ si el fuera a regresar tarde a casa? _____
3. ¿Podria _____ cuidar varios ninos al mismo tiempo? _____
4. ¿Ha hablado _____ alguna vez sobre la clase de trabajo que le gustaria hacer cuando sea adulto? _____
5. ¿Discute _____ noticas de la comunidad que han estado en el periodico o television? _____
6. ¿Podria _____ participar en un viaje supervisado y quedarse la noche con uno o dos amigos/amigas? _____

Total:

Nueve Años de Edad:

1. ¿Tiene usted confianza _____ que no se le pierda el dinero? _____

2. ¿Ayuda _____ a menudo a los vecinos, parientes o a los amigos de la familia? _____

3. ¿Es capaz _____ de ayudarle botar la basura, hacer una cama o hacer otras tareas del hogar? _____

4. ¿Toma _____ parte en alguna actividad despues de la escuela, en la escuela, iglesia o centro en el vecindario? _____

5. ¿Asiste _____ con regularidad a la escuela a menos que este enfermo enfermo/a? _____

6. ¿Es capaz _____ de ayudar a niños con las asignaciones? _____

Total: _____

Cuatro Años de Edad:

1. ¿Puede _____ sequir instrucciones de hermanos y hermanas mayores. _____

2. ¿Le gusta a _____ escuchar cuentos y que se le lea? _____

3. ¿Sabe _____ que artículos en las tiendas cuestan dinero? _____

4. ¿Cuándo _____ tiene sed, puede tomar agua sin ayuda? _____

5. ¿Hace _____ preguntas acerca de cosas que el o ella quiere saber? _____

6. ¿Entiende _____ cómo compartir? _____

Total: _____

Cinco Años de Edad:

1. ¿Puede _____ cambiarse las ropas sin ayuda? _____

2. ¿Por lo general _____ le trae el periódico la correspondencia cuando usted se lo pide? _____

3. ¿Puede confiar usted en _____ que evite objetos peligrosos despues de una advertencia suya? _____

4. ¿Puede _____ repetir cuentos simples y rimas? _____

5. ¿Puede _____ alimenentarse totalmente sin ayuda? _____

6. ¿Sabe _____ que una moneda de cinco centavos puede comprar mas cosas que una de un centavo? _____

Total: _____

Seis Años de Edad:

1. ¿Puede usted confiar en _____ que proteja a niños mas pequeños de objetos peligrosos?

_____

2. ¿Por lo general _____ le trae noticias o papeles de la escuela a la casa sin que se le pierdan?

_____

3. ¿Se recuerda _____ darle mensajes de llamadas telefónicas que se le han dado?

_____

4. ¿Puede usted depender de _____ para que haga tareas simples en el hogar sin recordárselo?

_____

5. ¿Entiende _____ que ciertos artículos en las tiendas valen más que otros?

_____

6. ¿Puede _____ jugar cooperativamente con sus amigos o amigas en su cuarto o en el patio por una hora?

_____

Total: _____

Siete Años de Edad:

1. ¿Es capaz _____ de usar un abrelatas o un abridor de botellas?

_____

2. ¿Sabe _____ que una moneda de diaz centavos vale más que una de conco centavos?

_____

3. ¿Es capaz _____ de caminar fuera del vecindario con sus amigos cuando va a la escuela o al parque?

_____

4. ¿Es capaz _____ de caminar a la tienda mas cercana y comprarle uno o dos artículos de comida para usted?

_____

5. ¿Es capaz _____ de jugar con un grupo de amigos por una o dos horas sin peleas?

_____

6. ¿Cuando juega en el vecinario con sus amigos después de la escuela, por lo general _____ regressa a la casa a una hora específica?

_____

Total: _____

Ocho Años de Edad:

1. ¿Es capaz _____ de ayudar los hermanos y hermanas más pequeños a vestirse en la mañana?

_____

2. ¿Si usted no estuviese en la casa cúando _____ llegara de la escuela, tendría usted confianza en dejarlo a el o ella solo(a) por una hora o más?

_____

3. ¿Es capaz _____ de ordenar comida en un restaurante para el mismo?

_____

4. ¿Es capaz _____ de usar el teléfono en casos de emergencia?

_____

5. ¿Puede _____ comprar regalos de cumpleaños sin ayuda?

_____

6. ¿Por lo general _____ se recuerda retornar cosas prestadas?

_____

Total:

SCORING SHEET:

NAME: _____ AGE: ____ YEARS ____ MONTHS

SCHOOL: _____ GRADE: _____

* *

BASAL AGE (in months): _____

ADDED MONTHS: (Total): _____

ADAPTIVITY AGE (in months): _____

ADAPTIVITY QUOTIENT = $\frac{\text{ADAPTIVITY AGE (months)}}{\text{CHRONOLOGICAL AGE (months)}}$

(multiply answer by 100)

ADAPTIVITY QUOTIENT = _____

THE BROCKTON BATTERY

(A Special Needs Assessment for Minority Students)

THE BROCKTON SCALE OF ADAPTIVE BEHAVIOR

(revised)

(Crioulo version)

(Copyright 1980)

BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS

Department of Special Education

Dr. Ken Sennett
Aida M. Bruns
Antonio P. Gonsalves, Jr.
Enrico Testa

DIRECTIONS

1. There are four possible responses to the questions. They are: (1) Yes; (2) No; (3) No opportunity; (4) Don't K.

2. Begin questioning at the child's chronological age level.

3. The BASAL LEVEL is that level is which all questions are answered with a "yes" response. This age is to be converted to months by multiplying the year by 12.

4. If the child's chronological age is not his BASAL age, continue questioning backwards until the BASAL age is reached.

5. Continue questioning upwards from the BASAL AGE until the respondant answers "no" to all questions in a particular age level.

6. After 4 "Don't Know" responses have been given, discontinue questioning as the respondant does not know the child well enough. Information will have to be obtained from another source.

7. "No opportunity" is a response to be utilized by the person administering the scale based on a professional judgement that the child has not performed the task because of special restraints or lack of parental permission, environmental opportunity or occasion.
The "No Opportunity" response will be scored as a "yes" response if the preceding three questions have been answered "yes."
A "No opportunity" response will be scored as a "No" response of the preceding three questions have been answered "no."
If the preceding three questions contain mixed responses, the tester will exercise professional judgement.

8. The CEILING level is that level where all items are answered with a "No" response.

9. Give two months credit for each question answered with the "yes" response. No credit for "No" or "Don't Know."

0. Each yes response is equal to two months credit which is then added to the BASAL age (in months)

14 ano.

1. _____ nunca djobe um trabadjo? _____

2. _____ ta cumpra se ropa sem ajuda di ninquem? _____

3. _____ é capaz di toma conta di limpeza di se corpo sem qui um pessoa sta ta lembral? _____

4. _____ é capaz di ba um badjo e bem casa num bom hora? _____

5. _____El tá toma responsabilidade sufficiente di papia cu nhozi e discidi na hora quel debe bem casa? _____

6. _____ tá organiza um cuza di scola o greja e as vez ser chefi? _____

12 ano.

1. _____ di bez enquando tá fica na casa pa toma conta di mininos mas nobo?

   _____

2. _____ ta faze parte di alqum banda musical, clube, etc?

   _____

3. _____ tá djudá ses irmon mas nobo, djentes di familia, o vizinho, prendê um casa quel sabê?

   _____

4. _____tá fazê planos, pel djunta se dinhero pa Natal, o festa d'ano, e cumpra cuse quel cre?

   _____

5. Nho/Nha ta confia na _____ num caso di emergencia pel tchoma policia?

   _____

6. Si nhozi ca stá na casa, el sabê cu modi quel pode atcha nhozi?

   _____

Total: _____

13 ano.

1. _____ pode leba um pessoa stranho qui stá na cidade, tê hospital o policia?

   _____

2. _____ ta tchoma nha/nho to qui el tem qui fica dipos di scola?

   _____

3. _____ e capaz di toma cudado di varios mininos mas piquinho qui el?

   _____

4. Alqun vez el te papia acerca di qualidade di trabadjo quel ta gosta di faze to qui el bira grandi?

   _____

5. _____ ta papia di cusas quel ler na jornal o odja na televisan?

   _____

6. _____ é capaz di ba um passeio cu um ou dos di se amigos durante um noite?

   _____

Totali _____

11. Total the "yes" responses and add to the BASAL months to arrive at "Total Adaptive Age in Months."

12. The child's Adaptivity Quotient is found by dividing the chronological age in months into the Adaptive Age in months and multiplying the resulting number by 100.

13. It is recommended that the Chronological Age, Basal Age Ceiling and Adaptivity Quotient be recorded under Section III A of the SPED 9 form.

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DEPARTMENT OF SPECIAL EDUCATION
BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS 02402

2 ano:

1. _____ podê da nome di um xicara ou di um cadera? _____

2. _____ é capaz di usa palabras toqui el crê um cuza? _____

3. _____ é capaz di bota bola ou chuta bola? _____

4. _____ é capaz di usa um lojer toqui el se comê? _____

5. _____ é capaz di bebê num copo el só? _____

6. _____ podê fazé um mandado simples? (bá guarda bu brinquedos, cá bu mexê na fogon, etc.) _____

10 ano.

1. _____ ta faze mandado sempre pa djenti di casa? _____

2. _____ tá djudá na casa por exemplo cu baté ropa o cosé? _____

3. _____ é capaz di djudá um pessoa qui panha um pancada? _____

4. _____ é capaz di usa telefone público? _____

5. _____ é capaz di ba loja, fazê compra e trazé troco dreto? _____

6. El te djuda ses irmon o amigos cu ses trabadjo di scola, pelo menos, um bes pa semena? _____

Total: _____

11 ano.

1. _____ sabé midida di se sapato? _____

2. El te tomá responsibilidade di cuida cu se cusa? _____

3. _____ ta troca libros di storia cu amigos? _____

4. _____ pode viaja el so num autocarro na cidade? _____

5. _____ tá mostra interesse di toma parte na cusas di comunidade, disporto cu otos amigos? _____

6. _____ pode explicâ, responde perguntes ne inglês, a toma cudado que meninos mas pequeno? _____

Total: _____

8 ano:

1. _____ pode djuda se irmon mas piquinho bisti palmanha?

_____

2. Nha/Nho tem confiança na dixa _____ durante um hora o dós na casa, el só, to qui el bem di scola?

_____

3. To qui nhos bai um restorante _____ e capaz di pidi cusê quel cre?

_____

4. _____ é capaz di usa telefone num caso di emergencia?

_____

5. _____ é capaz di cumpra el so, presentes pal di um djenti?

_____

6. _____ ta lembra di da cusa quel pidi pristado?

_____

Total: _____

9 ano:

1. Nho/Nha tê confiá na el toqui nhozi dal dinhero?

_____

2. _____ pode um bêz en quando djuda sê amigo; familia ou amigo di família?

_____

3. Podé pidi _____ pa djuda mininos mas piquininho faze cama, laba prato, tira lixo?

_____

4. _____ ta toma parte na actividades dipos di scola?

_____

5. _____ que ta falta scola dos o tres bes por mes pa motivo qui e ca doença?

_____

6. El te djuda se irmon o amigos cu ses trabadjo di scola, pelo menos, um bes pa semena?

_____

Total: _____

3 ano:

1. _____ É capaz di fla um frase di 3 pa 4 palabras?

_____

2. _____ podé ba quarto di banho el so ou el te pergunta si el podé ba?

_____

3. _____ podé anda prá baxo e prá cima el só no scada?

_____

4. _____ el te pidi nomi di cuzá cuma brinquedo comida on animal?

_____

5. _____ el ti brincó cu oto meninos dreto?

_____

6. _____ el podé laba si mon ou sé cara el só?

_____

4 ano:

1. _____ é capaz di obi to qui se irmon mas grandi mandal faze algum casa? _____

2. _____ ta gosta di obi e ler storias? _____

3. _____ tem ideia cum cusas bendedo na loja ta custa dinhero? _____

4. _____ to qui el tene sede, el ta djobe agu sem pidi? _____

5. _____ tá faze perguntas di cusas qui el tem interesse? _____

6. _____ ta compreendê cumâ el debê reparti sê cuzas cu oto djenti? _____

Total: _____

5 ano:

1. _____ tá bá busca cartas o jornal na caxa di correio to qui nhos pidil? _____

2. _____ tá troca se ropas sem dgente djudal? _____

3. _____ ta cume el so? _____

4. Nha/nho ta confia na _____ si por acaso el stá djunto di um cusa prigoso? _____

5. _____ é capaz di conta storias quel tá obi? _____

6. _____ sabe cuma um "nickel" bale mas qui um "penny?" _____

Total: _____

6 ano:

1. _____ ta trazé casa tudo aviso e oto papel ques dal na scola? _____

2. _____ ta da recados ques dal pa telefone? _____

3. _____ ta djudá na casa sem um dgente lombral quel tem qui faze? _____

4. _____ ta intende cuma certo cusa na loja ta custa mas qui oto? _____

5. _____ é capaz di brincá quieto cu ses amigo, na quintal, o na se quarto, durante um hora? _____

6. Nha/nho te confia na el pal libra minino mas piquininho qui el de cusa perigoso? _____

Total: _____

7 ano:

1. _____ podé abri um lata ou el sabé usá cuzn qui ta abri lata? _____

2. _____ sabé cumá um "dime" tem mas valor qui um "nickel." _____

3. _____ é capaz di andá pá fora di visinhanca pal ba scola, cu se amigo? _____

4. _____ é capaz di ba um loja perto di casa e cumpra um o dos cusa qui nho/nha meste? _____

5. _____ é capaz di brinca cu otos mininos durante um o dos hora sem briga? _____

6. To qui _____ stá ta brinca fora di casa cu amigos el ta bem casa sempre na hora? _____

Total: _____

SCORING SHEET:

NAME: _____ AGE: ____ YEARS ____ MONTHS

SCHOOL _____ GRADE _____

* *

BASAL AGE (in months): _____

ADDED MONTHS (Total) + _____

ADAPTIVITY AGE (in months)= _____

$$\text{ADAPTIVITY QUOTIENT} = \frac{\text{ADAPTIVITY AGE (months)}}{\text{CHRONOLOGICAL AGE (months)}}$$

(multiply answer by 100)

ADAPTIVITY QUOTIENT = _____

THE BROCKTON BATTERY

(A SPECIAL NEEDS ASSESSMENT FOR MINORITY STUDENTS)

THE BROCKTON SCALE OF ADAPTIVE BEHAVIOR

(revised)

(Portuguese translation)

(Copyright 1980)

BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS

DEPARTMENT OF SPECIAL EDUCATION

BY

Dr. Ken Sennett
Antonio P. Gonsalves, Jr.
Joan Bullock
Victor Ortiz

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- Give two months credit for each question answered with the "yes" response. No credit for "No" or "Don't Know."

- Each yes response is equal to two months credit which is then added to the BASAL age (in months)

14 Anos:

1. O(A) _____ nunca procurou por um trabalho?

_____

2. O(A) _____ compra a maior parte do seu vestuario sem ajudas?

_____

3. O(A) _____ é capaz de cuidar da sua higiene sem que uma pessoa lhe lembre?

_____

4. O(A) _____ é capaz de ir a um baile ou uma festa sózinho e voltar a casa a hora?

_____

5. O(A) _____ toma parte de chiefia em certas organizacões escolares ou da igreja?

_____

6. O(A) _____ sente-se confidente em falar consigo?

_____

Total: _____

12 Anos:

1. O(A) _____ de vez com quando fica em casa a cuidar de criancas mais novas?

   _____

2. O(A) _____ faz parte de algum clube, banda musical, desporto, etc.?

   _____

3. O(A) _____ ajuda aos irmaos mais novos, familiares, vizinhos, a aprender um novo jogo, construir algo, ou fazer algo novo?

   _____

4. O(A) _____ faz plano de economia para o Natal ou aniversários por alguns meses e comprar alguns presentes?

   _____

5. Tem confianca no _____ em contactar as autoridades num caso de emergencia?

   _____

6. O(A) _____ sabe como contacta-lo caso voce esteja em casa?

   _____

Total: _____

13 Anos:

1. O(A) _____ pode orientar um estranho que se encontra na cidade ate ao hospital ou a policia?

   _____

2. O(A) _____ é capaz de contacta-lo no caso de ter que ficar depois das classes?

   _____

3. O(A) _____ é capaz de cuidar de varias criancas ao mesmo tempo?

   _____

4. O(A) _____ nunca falou acerca do tipo de trabalho que ela(a) fara quando for adulto?

   _____

5. O(A) _____ fala de artigos comunitarios que leu nos jornais ou viu pela televisao?

   _____

6. O(A) _____ é capaz de ir para um passeio com um ou dois amigos durante a noite?

   _____

Total: _____

11. Total the "yes" responses and add to the BASAL months to arrive at "Total Adaptive Age in Months."

12. The child's Adaptivity Quotient is found by dividing the chronological age in months into the Adaptive Age in months and multiplying the resulting number by 100.

13. It is recommended that the Chronological Age, Basal Age Ceiling and Adaptivity Quotient be recorded under Section III A of the SPED 9 form.

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DEPARTMENT OF SPECIAL EDUCATION
BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS 02402

2 Anos:

1. O(A)_____ pode indicar o nome da chavena ou da cadeira?

_____

2. O(A)_____ usa a palavra para perguntar para alguma coisa?

_____

3. O(A)_____ pode deitar fora ou empurrar a bola?

_____

4. O(A) _____ pode comer com a colher?

_____

5. O(A)_____ bebe da chavena sem ajuda?

_____

6. O(A)_____ é capaz de sequir uma direccao? (ponha teus bringuedos no seu lugar, esteja longe do fogao?)

_____

Total: _____

10 Anos:

1. O(A) _____ leva recados com regularidade dos membros de família?

_____

2. O(A) _____ ajuda em casa lavando as roupas ou cosendo algo?

_____

3. O(A) _____ é capaz de ajudar a uma pessoa que teve um accident?

_____

4. O(A) _____ é capaz de ir as compras e voltar com o troco exacto?

_____

5. O(A) _____ é capaz de usar os telefones públicos usando dinheiro?

_____

6. O(A) _____ é capaz de ajudar amigos, ou irmãos, com os seus trabalhos escolares pelo menos uma vez por semana?

_____

Total: _____

11 Ano:

1. O(A) _____ sabe o numero de sapatos que usa?

_____

2. O(A) _____ é capaz de tomar cuidado e arrumar as suas coisas em casa?

_____

3. O(A) _____ faz troca de livros de histórias com amigos?

_____

4. O(A) _____ pode viajar na cidade, sózinho, num autocarro ou qualquer outro transporte publico?

_____

5. O(A) _____ mostra-se interessado em actividades comunitárias, participemdo desportes, com outros amigos?

_____

6. O(A) _____ pode ajuda vos no hospital ou numa clinica?

_____

Total: _____

8 Anos:

1. O(A)_____ ajuda, pela manha, aos irmãos mais novos a vestirem-se?

_____

2. Tem confianca no(a)_____ em deixá-lo sózinho por uma hora, se por acaso nao estiver em casa quando ele chega da escola?

_____

3. O(A) _____ é capaz de pedir uma refeição no restaurante para si?

_____

4. O(A) _____ é capaz de usar o telefone num caso de emergencia?

_____

5. O(A)_____ é capaz de comprar presentes de aniversário?

_____

6. O(A)_____ recorda-se de devolver coisas que ele pediu por empréstimo?

_____

Total: _____

9 Anos:

1. Pode-se confiar no(a)_____ quando se lhe da uma certa importancia de dinheiro?

_____

2. _____ quantas vezes ele pode ajudar os amigos, família ou amigos da família?

_____

3. Pode-se pedir ao _____ que ajude criancas mais novas do que ele, nos deveres caseiros (fazer a cama, lavar a loica, tirar a lixo)?

_____

4. O(A)_____ participa em actividades escolares em clubes, depois das classes?

_____

5. O(A)_____ falta as classes duas ou tres vezes no mes por razões que nao seja, doenca?

_____

6. O(A)_____ é capaz de ajudar amigos, ou irmãos com os seus trabalhos escolares pelo meno uma vez por semana?

_____

3 ano:

1. _____ É capaz de dizer uma frase usando 3 ou 4 palavras?

_____

2. _____pode ir ao quarto de banko gozinho ou precisa de ajuda?

_____

3. _____ pode andar sozinho para cima ou para baixo?

_____

4. _____ perqunta os nomes dos brinquedos, animais comida perfeitamente?

_____

5. Dando ocasião, _____ brinca com os outros meninos conjuntamente?

_____

6. _____ Ele pode lavar as suas mãos e a cara sem ajuda?

4 Anos:

1. O(A)_____ é capaz de seguir instruções dadas por um(a) irmã(o) mais crescida?

_____

2. O(A)_____ gosta de ouvir a ler histórias?

_____

3. O(A)_____ tem a noção de que os artigos vendidos na loja custam dinheiro?

_____

4. Quando O(A) _____ tem sede, ele(a) procura beber sem pedir a alguem?

_____

5. O(A)_____ faz perguntas sobre coisas que lhe interessam?

_____

6. O(A)_____ compreende qu se deve repartir alguma coisa com os seus companheiros?

_____

Total: _____

5 Anos:

1. O(A)_____ muda de roupa sem ajudas?

_____

2. O(A)_____ busca sempre o correio quando se lhe pede que o faca?

_____

3. O(A)_____ come sózinho?

_____

4. Tem confiança no _____ quando ele(a) se encontra perto de uma coisa perigos a que se lhe foi ensinado antes?

_____

5. O(A)_____ é capaz de contar historiazinhas já ouvidas?

_____

6. O(A) _____ sabe que um "nickel" vale mais que um 'penny?"

_____

6 Anos:

1. Pode-se confiar no(a) _____ em cuidar de crianças mais novas?

_____

2. Quando na excola dão ao _____ jornais e outras avisos para trazer a casa ele(a) nao os perde?

_____

3. O(A)_____ lembra-se de dar as mensagens telefónicas que le recebu?

_____

4. Pode-se contar com a ajuda do _____ em casa sem que uma pessoa esteja sempre a recorda-lo?

_____

5. O(A)_____ compreende que certos artigos vendidos na loja custam mais que outros?

_____

6. O(A)_____ é capaz de cantar simples cancoes ou repetir pequenas quadras que lhe foram ensinadas na escola ou na igreja?

_____

Total: _____

7 Anos:

1. O(A)_____ pode abris uma lata ou sabe usan um abridor de latas?

_____

2. O(A)_____ compreende que o "dime" tem mais valor que um "nickel?"

_____

3. O(A)_____ é capaz de circular fora da vizinhanca, para a escola, com um grupo de amigos?

_____

4. O(A)_____ é capaz de ir a loja perto de casa comprar-lhe um ou dois artigos de que precisa?

_____

5. O(A)_____ é capaz de brincar com um grupo de amigos por um periodo de una ou duas horas sem arranjar problemas?

_____

SCORING SHEET:

NAME: _____ AGE: ____ YEARS ____ MONTHS

SCHOOL _____ GRADE _____

* *

BASAL AGE (in months): _____

ADDED MONTHS (Total) + _____

ADAPTIVITY AGE (in months) = _____

$$\text{ADAPTIVITY QUOTIENT} = \frac{\text{ADAPTIVITY AGE (months)}}{\text{CHRONOLOGICAL AGE (months)}}$$

(multiply answer by 100)

ADAPTIVITY QUOTIENT = _____

THE BROCKTON BATTERY

(A SPECIAL NEEDS ASSESSMENT FOR MINORITY STUDENTS)

THE BROCKTON SCALE OF

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(English Translation)

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BROCKTON PUBLIC SCHOOLS
BROCKTON, MASSACHUSETTS

DEPARTMENT OF SPECIAL EDUCATION

BY

Dr. Ken Sennett
Antonio P. Gonsalves, Jr.
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Victor Ortiz

THE BROCKTON BATTERY: The Adaptive Behavior Scales

SCORING SHEET

Age 2:	Age 3:	Age 4:	Age 5:	Age 6:	Age 7:
1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____	6. _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

Age 8:	Age 9:	Age 10:	Age 11:	Age 12:	Age 13:
1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____	6. _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

Age 14:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Total: _____

SCORING SUMMARY

Age 2: _____

Age 3: _____

Age 4: _____

Age 5: _____

Age 6: _____

Age 7: _____

Age 8: _____

Age 9: _____

Age 10: _____

Age 11: _____

Age 12: _____

Age 13: _____

Age 14: _____

*NOTE: Basal age is that age where all questions are answered "yes." (Convert to months)

BASAL AGE (in months) _____ + added months credit = _____ Adaptive age (in months)

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Adaptive age (in months) divided by Chronological age (in months) multiplied by 100 = Adaptivity Quotient

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